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ABSTRACT

This document presents the annual report for the Woodrow Wilson National Fellowship Foundation for 1971-72. Included in the report are a listing of the Board of Trustees; a listing of the officers and staff of the Foundation; descriptions of the First Year Fellowship Program, the Dissertation Fellowships, the Internship Programs, the Martin Luther King, Jr. Fellowships, and the National Humanities Series; descriptions of other activities; and a financial report of the Foundation. (HS)

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WOODROW WILSON

NATIONAL FELLOWSHIP FOUNDATION

REPORT FOR

1971 - 1972

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WOODROW WILSON

NATIONAL FELLOWSHIP FOUNDATION

REPORT FOR

1971 - 1972

Cleo F. Craig, Trustee of the Foundation since 1957 and Chairman of the Board 1957-1971.

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HISTORY OF THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

1945
Professor Whitney J. Oates of Princeton University proposed offering fellowships for the first year of graduate study to returning veterans to encourage them to consider a career in college teaching. Four Fellows were supported at Princeton Graduate School. One of these, Robert Goheen, became president of Princeton University.

1949
The Association of American Universities took over administration of the program, and the Carnegie Corporation, the Pittsburgh Plate Glass Foundation, and the General Education Board provided funds in a campaign to interest outstanding young college seniors in the teaching profession. The program grew from 30 fellowships a year in 1950 to almost 200 a year in 1956. Previously named after various donors, the fellowships were renamed in the honor of the former Princeton University president, who had significantly furthered the profession of college teaching.

1957
The Woodrow Wilson National Fellowship Foundation was incorporated, and a board of trustees was named. In an ambitious attempt to combat a predicted shortage of college teachers caused by mounting undergraduate enrollments, the Ford Foundation gave the first of an eventual $52 million in grants over a ten-year period for annual support of 1,000 Woodrow Wilson Fellows selected in a nation-wide competition.

1962
The Dissertation Fellowship Program was launched for former Fellows in the humanities and social sciences to demonstrate that given full support some young scholars could complete the doctorate in four years.

1963
The Teaching Internship Program was begun to help staff black colleges with well-trained teachers, and to provide classroom experience for graduate students.

1967
The Administrative Internship Program was initiated to help staff these same colleges with administrators trained at leading graduate schools of business.

1967
The Ford Foundation, granting funds directly to ten major graduate institutions, decided to phase out support of the first-year fellowships and to fund a new Dissertation Fellowship Program, open to non-Fellows as well, at all American and Canadian institutions not receiving direct Ford money. In response to changing needs in education, a smaller first-year fellowship program was designed and implemented.

1968
The Martin Luther King, Jr. Fellowships for black veterans were established in response to the need for well-trained black leaders to administer various new programs started by government, foundations, and private industry.

1968
The Graduate Information and Counseling Service was established in cooperation with the U.S. Department of Defense to assist black veterans with up-to-date information on study opportunities and sources of financial aid available to minority groups.

1969
The National Endowment for the Humanities, an agency of the U.S. government, awarded the Foundation a grant to develop the National Humanities Series. This grassroots program was to bring to small communities public programs interpreting universal human experiences embodied in the humanities.

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The Woodrow Wilson National Fellowship Foundation is a nonprofit corporation chartered under the laws of the State of Michigan. It is a publicly supported tax exempt organization as provided in sections 501 (c) (3) and 170 (b) (1) (A) (vi) of the Internal Revenue Code.

PREFACE

A Memorandum on Quality in Education

Introduction

Today, over thirty per cent of all Americans are either students or teachers, and we spend over $90 billion a year on formal education. Education is the topic of numberless books, studies, and articles, but high quality education receives little attention. While we speak with pride of our outstanding athletes, we seldom refer to an intellectual or moral elite. Thomas Jefferson's formula of an "aristocracy of virtue and talent" sounds strange to modern ears.

The basic human qualities of the young are not in question. Many agree with Archibald MacLeish, who recently said that the contemporary young are "the most deeply concerned, the most humanly committed generation we have seen in this century with the single exception of the veterans returning from the Second World War." But other Americans note rebellion and disaffection among the young ask themselves what could have gone wrong to turn so many potentially valuable young people against their parents' society.

Today the effectiveness of formal education is being challenged. It is true that problems of family and community, an unpopular war, the state of the economy, unrest in the inner cities, drugs — all these and many other factors contribute to disenchantment, cynicism, and passivism. However, where other than in formal education can we make a start? Here we can at least build for a future in which the mentally and morally vigorous will apply their energies to finding remedies for society's many ills.

Equality and Excellence

Judgments on the quality of education are difficult to come by. Impressive numbers of American-educated scientists have won Nobel prizes; other products of our schools can't read. Some American schools serve as models for the world; others hardly deserve to be called schools.

Americans, both in and outside Academe, are reluctant to discuss quality for fear of seeming elitist. Any discussion of excellence tends to be coupled with reservations about the rapid introduction into high schools and colleges of disadvantaged and minority students. Today, many fair-minded Americans are caught in a dilemma. They sincerely believe in an extension of educational opportunity to all citizens; they also fear the deterioration of standards.

Actually, the alternative "mass education versus high quality education" is specious. Some years ago, John Gardner, in *Excellence, Can We Be Equal and Excellent Too?,* wrote:

> Leadership in the United States is not a matter of scores of key individuals, not even of hundreds, not even of thousands — it is a matter of literally tens of thousands, even hundreds of thousands of influential men and women. These individuals, in their own organizations and communities, shape public opinion, create the climate in which public opinion is formed and determine the course of our national life (p. 124).

The gifted students whose performance in later life makes a significant difference to society are not a small elite group. They may account for as many as five per cent of the total — about 2.5 million between kindergarten and twelfth grade, and about 400,000 of the college population of 8 million. In meeting the educational needs of these students, we improve the quality of education for all. If we neglect the gifted, we run the risk of creating a basically disenchanted group of young intellectuals. High quality education conveys to the best that *"noblesse oblige."* It tells them that they are special and therefore owe society a special performance.

Education for the Gifted and Talented

In August 1971, the U.S. Commissioner of Education reported to Congress on *Education of the Gifted and Talented,* and drew a shocking picture of the tragic waste of human and national resources caused by indifference to gifted students in our elementary and high schools. "Gifted and talented children are, in fact, deprived and disadvantaged," he stated. Contrary to widespread belief, the report found, gifted students cannot ordinarily excel

without assistance. Instead, they become bored and dissatisfied, perform far below their intellectual potential, and suffer psychological damage.

Last year, when the federal government contributed about $2 billion to the education of the disadvantaged and handicapped alone, it spent only a few million for the gifted. A recently created Office of Education for Gifted and Talented in the U.S. Office of Education may some day become effective; today, it is part of the Bureau of Education for the Handicapped, has two staff members, and is without any program funding. The White House Task Force on Education of Gifted Persons in 1968 cited "the pressure of other more crisis-oriented priorities" as responsible for this neglect. That analysis strikes us as essentially correct, and it fits both public and private sectors.

Children generally have no choice of schools, but college students often do. Some of the most gifted may be accepted by colleges whose almost total preoccupation is with excellence. However concentrating all excellence in a few institutions would indeed encourage elitism. The 33 colleges and universities listed as "most selective" by the *Comparative Guide to American Colleges* could accommodate only one-fourth of our estimated 400,000 college students of great promise. Furthermore, and quite properly, these colleges aim at a balanced student body, and therefore admit many students below the top five per cent. It follows that measures to assist students of great promise must be broadly based. The National Merit Scholarships and other scholarship programs for students of great merit, honors programs, competitive graduate fellowships, and all other means of encouraging excellence throughout our country must be strengthened.

Expansion and Quality

There is, alas, a general American misapprehension about which Thomas Huxley chided us a hundred years ago, that "size equals grandeur." Although the rate of population increase is going down, expansion in formal education will probably continue. We still have far to go in providing equal educational opportunity for the disadvantaged. The White House Task Force found that in 1968 a white male student from a comfortable family had one chance in four of finishing college, whereas a black male student from an urban poor background had only one chance in a hun-

dred. Other factors will also operate toward expansion: growing demand for skilled manpower as the professions and service vocations grow; increased leisure time; technological unemployment.

There are financial pressures: income from tuition assumes great importance, especially in struggling private colleges. Furthermore, state and federal funds to public institutions are generally appropriated on the basis of numbers of students registered. Under pressure to accommodate the disadvantaged, too many institutions open their doors wide without taking time to develop appropriate curricula for them. Too many offer traditional courses and then make it possible for students to stay by lowering standards. If high school diplomas and college degrees can be obtained easily, many students, including some of the highly gifted, will conclude that neither in school nor in life is superior effort important; and that the "establishment," represented by school and college, is not to be taken seriously.

Emphasis on quantity affects teachers as well as students. Too often private scholarly ambition replaces commitment to teaching. Confronted with large classes, some teachers aim their teaching at the middle of the class or even at the bottom. Consciously or unconsciously they neglect the upper five per cent. They eliminate personal interviews altogether or else find time only for problem students. Others substitute easy-to-grade objective tests for essays, and test mainly for recall or recognition. Application of knowledge and evaluation, skills of special importance for gifted students, are ignored. Busy teachers tend to ask for "the correct answer," when often it is a matter of strenuous and pleasurable debate, especially among superior students, just what the correct answer might be, or whether indeed there is one. Eventually a teacher, discouraged by overcrowding and lowering of admission standards, may prefer to do "his own" research. All students and particularly promising ones suffer as a consequence.

Money and Quality

We do not charge that the $90.5 billion being spent on education this year is inadequate. We do believe that too little of it is allocated to the support of excellence. The country's mood is reflected in the almost unanimous opinion that the current surplus

of school and college teachers represents a national calamity, rather than a unique opportunity to improve the quality of education. Illustrative of the general disenchantment with teachers and schools are recent *New York Times* articles referring to a "surplus of teachers," but to a "shortage of openings for lawyers."

Hiring more teachers is the logical answer to the surplus of qualified teachers. The National Education Association recently announced that it would take half a million more teachers — many more than the number of those currently unemployed — to establish in all public schools the desirable teacher/student ratio of 1 to 24. In the colleges it would take about a hundred thousand additional teachers — at least thirty times as many as there are now unemployed Ph.D.'s — to return from the present 1 to 16 ratio to the 1 to 13 teacher/student ratio of a few years ago. Some teachers with Ph.D.'s could be added to the faculties of secondary and elementary schools, if requirements for certification such as courses in the history of education or child psychology were eased.

A unique chance to improve the quality of education exists today, but the large sums needed to hire more teachers simply are not there. The per cent of dollar value of school bond issues approved dropped from 80 in 1948 to 70 in 1966 to 43.6 in 1968. Some state appropriations for higher education have not kept up with inflation, and federal fellowship support has decreased 80 per cent.

Far from providing high quality education for high quality students, we have not even succeeded in providing minimal education for all. In April 1971, Senator Claiborne Pell reminded the Senate that fifteen million American school children have reading deficiencies, and that over eighteen million adults cannot even read simplified forms for driver licenses and welfare applications. The National Reading Center, recently established by the President, recommends that unpaid volunteers provide reading instruction, since it is not realistic to expect additional funds for more teachers. We must conclude that the world's richest country believes that it cannot afford the teachers it imperatively needs.

In June 1972 Congress passed and the President signed omnibus legislation incorporating some busing provisions, and also authorizing aid to higher education up to 18 billion dollars. Congressman John Brademas hailed the measure as the most signif-

icant higher education legislation since the 1861 Land Grant Act, but will Congress follow generous intent with generous appropriations? While waiting for implementation of the bill, the private sector may hold back its own support.

Money alone can't produce excellence, but lack of money often dictates the abolition of unpopular subjects and the curtailing of experimentation and innovation. Since superior students tend to look for experimentation, for unusual subjects, and for innovation, lack of money will hurt them more than the average students.

The Quality of Teachers

As a result of our faith in the saving grace of credentials, we tend to neglect such basic human qualities as intelligence, vigor, and empathy, all essential to good teaching. Instead, we pay much attention to educational organization, administration, teacher training and teaching aids, but not enough to teacher recruitment. Good teachers are the key to good education, but there are not enough of them to go around, a view agreed to by the presidents of Yale, Chicago and Princeton.

By objective standards, public school teachers today are better than yesterday. Whereas in 1961, 15 per cent were without a bachelor's degree, today only 3 per cent are. More teachers than ever hold master's degrees: 42 per cent of the men, and 19 per cent of the women. Recently some excellent liberal arts colleges have begun to prepare some of their students for careers as school teachers, and the undergraduates' response to these new curricula is most encouraging.

Other findings are less reassuring. James Koerner, in *The Miseducation of American Teachers*, cites a 1959 study by the New York State Education Department: " . . . teaching is a profession in which a premium is placed on mediocrity. The findings [show] that the average high school academic performances of the teacher group [studied] exceeded only those of the group who dropped out of college with failing marks." In 1969 the Educational Testing Service reported that in a total of 48,000, the group of 2,700 students taking advanced tests in Education — i.e. those headed toward school teaching — scored lowest of all groups on the verbal and quantitative aptitude tests of the Graduate Record Examination. The low status of school teachers is also reflected

in their salaries. In 1971-1972, the average salary for beginning teachers was $7,061, the lowest starting salary for any profession listed by the National Education Association.

Many of the outstanding young men and women recruited with government and private fellowships since 1958 are now college teachers, often in the vanguard of innovation, and seriously dedicated to teaching. But while the past fifteen years have brought progress, we cannot be sanguine about the future supply of outstanding college teachers. The number of graduate fellowships has diminished. Academic salaries, particularly in the top range, are still well below those for lawyers and doctors. According to the American Association of University Professors, salary raises began to fall behind rises in the Consumer Price Index in 1969-1970. Academe has abruptly moved from a long period of boom to one of retrenchment. The number of unemployed Ph.D.'s is still small, but if the country's reluctance to assign some of its resources to the improvement of quality in education continues, prospects for employment five or ten years hence, according to most projections, are discouraging. As a result, disenchantment with the teaching profession is growing. The office of career planning of one Ivy League college reports that fewer outstanding seniors planned to enter graduate schools than in the past. Allong with this trend goes a spectacular increase in applications for medical and law schools.

The Graduate School

Teachers hold the key to quality education, and colleges and graduate schools form our teachers. Our top graduate schools can recruit and educate high quality teachers, but today they are seriously hampered by the disappearance of federal and other support. With tuition charges alone in the $3000 range, few graduate students have the means to attend high quality graduate schools on their own. As President Edward Levi of the University of Chicago has pointed out, "The best students, who have been able to make their university choice in the past on the basis of the kinds and qualities of programs available, are now constrained to make their decisions on the basis of tuition charges. The matching of the finest graduate resources and the finest student minds is becoming increasingly difficult."

A 1969 publication of the National Science Foundation is even

more pessimistic: " . . . unless effective measures are taken, nearly one-third of the doctoral output in 1980-81 will be produced by institutions that will be necessarily subminimal or otherwise of less than optimum quality."

While reforms in graduate education are urgently needed we do not believe that current pressures will cause them to be made. The conclusion of the splendid *Report on Higher Education* (the so-called Newman report) of March 1971 to the Secretary of Health, Education, and Welfare offers advice which strikes us as sound:

> . . . a promising way to make higher education continuously responsive to changing social needs and purposes is for the student to carry with him a scholarship or fellowship and a cost-of-education grant to the institution of his choice. Under such an arrangement, new graduate programs could pay their own way by attracting students in search of less standardized graduate training (p. 78).

Conclusion

We find consensus among our colleagues in the academic world that quality education is in jeopardy today. We find that virtually all measures planned or taken on behalf of education aim at areas other than high quality education for superior students. As a result, many of America's best young people believe that their talents are neither recognized nor needed. Too many stand outside instead of applying their minds, hearts, and energies toward solving society's problems.

Unfortunately, our country moves in fits and starts. We rushed to the rescue of education in the post-Sputnik era, but now we direct our energies to "more crisis oriented priorities," neglecting formal education in the process. As Princeton's new president recently remarked, "The great risk is that there could be a slow, steady, perhaps almost imperceptible decline in our quality, matched all too soon by a decline in our ambitions." Within a few years, the results of our present neglect will be spread before the world for all to see. Scientists and engineers have already warned us that manpower shortages in their fields may face us in years to come, but the prospect of a general loss of young leadership is more serious. Edmund Burke's words warn us: "All that is necessary for the forces of evil to win in the world is for enough good men to do nothing."

Given the present mood of America we cannot assume that massive public measures will soon be taken to protect and enhance the quality of education. In the meantime the small minority which shares a concern for quality must persistently and vigorously present the problem to their fellow citizens. They must alert principals and school boards, state legislatures and Congress, parent-teacher associations, foundations and corporations. The problem of quality must be attacked on many levels, including action by the federal government. Eventually not only the National Science Foundation but also the National Endowment for the Humanities and other agencies will have to provide college and graduate fellowships for excellent students. Merit Scholarships must increase in numbers and size; high school teachers must encourage the gifted to do their best in school and to seek educational experiences outside school. High schools and junior colleges must hire highly trained teachers, including those with doctor's degrees, and it is in this general area that the Woodrow Wilson National Fellowship Foundation intends to operate in the future.

In our search for excellence let us remember that education is a seamless garment. Good teachers are needed in kindergarten, in elementary and high schools, in our colleges, in graduate and professional schools. An important step in making teaching careers attractive will be the tearing down of barriers between the several levels of education. That step would also serve to raise the prestige of all teaching, irrespective of level.

The responsibility at this moment in history rests with the silent minority of men and women concerned with quality in education. The majority is preoccupied with the problem of broadening educational opportunity. The minority concerned with quality does not want to deny anybody access to education, but it must never lose sight of the clear and present danger of mediocrity.

Many important changes in our history have been brought about by small minorities. The resolve of a few score men and women can bring about a change in our country's attitude toward high quality education.

September, 1972
Princeton, New Jersey

HANS ROSENHAUPT

FIRST YEAR GRADUATE FELLOWSHIPS

For the first time in 26 years the competition for Woodrow Wilson Fellowships was missing from the fall scene at the nation's colleges and universities. As much a part of the new school year as football and changing leaves, the competition in some years attracted over 12,000 nominations for 1,000 awards to seniors judged to have both academic excellence and the potential to become outstanding college teachers. In addition to the many thousand teachers who nominated students for these awards, a network of 1,500 faculty members who represented the Foundation on the campuses and served on regional selection committees were engaged in choosing their future colleagues.

Between 1945 and 1971, 18,000 Fellows were elected and 12,000 supported during their first year of graduate study. Over 8,000 Fellows are now teaching at colleges throughout the United States and Canada, and several thousand more, still in graduate school, will enter the teaching profession. The competition became a national yardstick for excellence, with schools counting their Woodrow Wilson Fellows along with the books in their libraries as indicators of institutional quality. Although the program has been suspended since the spring of 1971 for lack of funds, thousands of inquiries and requests for applications are still being received.

No new Fellows were elected in 1971-72. Twenty-three previously elected Fellows who had postponed their graduate study were reinstated and are attending graduate school in 1972-73. In addition, 13 Fellowships are being held for students while they fulfill military or alternative service obligations. A limited amount of money is available to provide support for other elected Fellows who have deferred their graduate study.

The Foundation continues its search for funds needed to reactivate its program for future college teachers. It is also actively seeking funds to launch in 1974 a new program of Woodrow Wilson Fellowships for future secondary school teachers. These awards would permit outstanding graduates of liberal arts colleges to take a year of study in an approved graduate program which combines courses in field of study with those necessary to meet teacher certification requirements. By putting the prestige of the Woodrow Wilson National Fellowship Foundation behind secondary school teaching, it

is hoped that teaching at this level will attract young people of excellence and permit greater emphasis to be placed on the quality of education.

H. RONALD ROUSE
National Director

DISSERTATION FELLOWSHIP PROGRAM

Since 1967, students at 188 graduate schools in the United States and Canada which offer Ph.D. programs in the humanities and social sciences have been eligible to compete for Dissertation Fellowships. These awards enable students to complete the research and writing of the dissertation in their fourth year of graduate study. Excluded from the program, which receives virtually all its funds from the Ford Foundation, are the ten graduate schools which have been receiving direct Ford Foundation support to encourage four-year doctoral programs.* This year for the first time the Woodrow Wilson Foundation also received a grant from the Helena Rubinstein Foundation in support of two fellows in the Dissertation Fellowship Program.

Graduate School Participation:

In 1972, 228 graduate students in the humanities and social sciences were elected Woodrow Wilson Dissertation Fellows. The winners were selected from 510 applicants and represented 67 graduate schools, seven of which had not before been successful in the competition. Table 1 shows a five-year comparison of graduate school participation. All told, in the past five years, 2,331 students have applied for fellowships; 1,037 have been elected. Some unsuccessful candidates have reported that the process of applying was in itself a useful exercise, requiring some planning for a dissertation early in the candidate's career.

TABLE 1

GRADUATE SCHOOL PARTICIPATION
A Five-Year Comparison

	Number of Graduate Schools					*Number of Students*				
	'68	'69	'70	'71	'72	'68	'69	'70	'71	'72
Active applicants	67	81	97	107	97	324	414	579	504	510
Awards	41	57	60	72	67	146	217	231	215	228

*University of California at Berkeley, University of Chicago, Cornell University, Harvard University, University of Michigan, University of Pennsylvania, Princeton University, Stanford University, University of Wisconsin at Madison, and Yale University.

Listed in Table 9 at the end of this chapter are those graduate schools whose students have won Dissertation Fellowships in the last five years, ranked by the number awarded in 1972. Columbia leads the list as it has for the past five years, followed by Northwestern. If, however, we compare the number of doctorates awarded in eligible fields of study at these schools with the number of Dissertation Fellows, the picture is quite different. The index below is based on Ph.D.'s awarded in the humanities and social sciences, 1965-1968, as reported in *A Guide to Graduate Study*, 1969. Excluded are graduate schools with recent doctoral programs, such as the newer branches of the University of California and the State University of New York system and Canadian graduate schools for which no base figures are available.

TABLE 2

INDEX OF PARTICIPATION FOR U.S. GRADUATE SCHOOLS WITH MORE THAN 15 DISSERTATION FELLOWS 1967-1972

Rank	*Graduate School*	*Number of Awards*	*Number of Ph.D.'s In Eligible Fields 1965-1968**	*Index*
1.	Brandeis University	34	72	.472
2.	Johns Hopkins University	69	182	.379
3.	Brown University	39	115	.339
4.	Northwestern University	68	311	.219
5.	University of Rochester	23	112	.205
6.	Washington University (Mo.)	17	86	.198
7.	University of Virginia	30	165	.182
8.	Columbia University	137	1011	.136
9.	University of North Carolina	39	295	.132
10.	UCLA	37	322	.115
11.	Vanderbilt University	17	158	.108
12.	Duke University	26	274	.095
13.	Massachusetts Inst. of Tech.	15	162	.093
14.	Indiana University	42	483	.087
15.	University of Illinois	23	296	.078
16.	New York University	27	394	.069
17.	University of Washington	20	306	.065
18.	University of Minnesota	15	346	.043

**A Guide to Graduate Study, 4th Edition, A.C.E., 1969*

Report On Expired Fellowships

Dissertation Fellowships are designed to assist selected students to complete doctorates in four years. However, as the statistics in Table 3 show, relatively few Fellows, despite having fulfilled all other requirements in three years, are able to complete the dissertation in one additional year.

TABLE 3
DISSERTATION FELLOWS ELECTED SINCE 1967
WITH ELAPSED TIME OF FOUR YEARS

	Totals	*Ph.D. in 4 Years*	*Success Ratio*
MEN	396	125	31.6%
WOMEN	160	39	24.4%
TOTAL	556	164	29.5%

A November 1972 Ford Foundation Newsletter reports that at the ten graduate schools which in 1967 received direct grants for four-year Ph.D. programs, "Although the graduate schools restructured departmental curricula so that it is possible for a student to reach the dissertation stage in three years, only 30 per cent of those who did so completed the degree in four years."

Since the dates on which Ph.D.'s are awarded vary widely, all requirements for a degree may be met well in advance of the date on which the degree is awarded. Therefore, the Foundation considers "successful" in terms of the program all Fellows who have received Ph.D.'s within five years of beginning graduate study. Women, who traditionally take longer to complete their doctorates, succeed within a five-year span at the same rate as men. Since most Dissertation Fellows major in fields of study in which the national average of time elapsed for completion of the Ph.D. is eight or nine years, it is apparent from the figures in Table 4 that some measure of success has been achieved.

TABLE 4
DISSERTATION FELLOWS ELECTED SINCE 1967
WITH ELAPSED TIME OF FIVE YEARS

	Totals	*Ph.D. in 5 Years*	*Success Ratio*
MEN	372	219	58.9%
WOMEN	133	77	57.9%
TOTAL	*505	296	58.6%

*This is a lower figure than the total in Table 3 because not all data on Ph.D.'s awarded in 1972 (the end of five years) have been received and the tables include only those Fellows on whom data are available.

A study completed by the Foundation in 1966 showed that success in attaining the Ph.D. in a reasonably short time was in inverse proportion to the size of the graduate school attended. Although the figures in Table 5 are small, they reinforce these earlier findings: MIT, Johns Hopkins, and Vanderbilt, all relatively small graduate schools, lead the list of institutions with the highest percentage of Dissertation Fellows attaining the Ph.D. in five years.

TABLE 5

GRADUATE SCHOOLS WITH 15 OR MORE DISSERTATION FELLOWS 1967-1972

Rank	*Graduate School*	*Number of Expired Fellowships*	*% Ph.D.'s in Five Years*
1.	M.I.T.	9	88.9
2.	Johns Hopkins	40	65.0
3.	Vanderbilt	10	60.0
4.	Virginia	19	57.9
5.	U.C.L.A.	23	56.5
6.	Washington U. (Mo.)	9	55.6
7.	Minnesota	11	54.5
8.	Duke	15	53.3
9.	Indiana	27	51.9
10.	Brown	25	48.0
11.	Illinois	15	46.7
11.	Rochester	15	46.7
13.	U. of Washington	13	46.2
14.	North Carolina	24	41.7
15.	Northwestern	41	41.5
16.	Brandeis	15	33.3
17.	Columbia	67	31.3
18.	N.Y.U.	15	26.7

Fields Of Study

Dissertation Fellowships are awarded to students in the humanities and social sciences only. Table 6 shows participation by field of study for the last five years. Numbers of applicants in history and political science have shown a steady decline for the last three years while those in music, religion, and sociology have risen slowly. Applications in anthropology and linguistics rose considerably in 1972. How much the variances have to do with the job market is hard to say, but we do know that historians have had trouble finding teaching positions, whereas sociologists are still in demand.

TABLE 6

DISSERTATION FELLOWSHIPS

By Fields of Study
A Five-Year Comparison

	Applications				
	1972	*1971*	*1970*	*1969*	*1968*
Anthropology	38	16	12	5	2
Art History	16	8	10	13	3
Classics	10	13	7	11	8
Economics	33	43	33	25	28
English	60	70	90	94	93
Geography	10	12	3	9	6
History	108	112	163	88	79
Languages: Romance, Germanic and Slavic	36	53	52	30	23
Linguistics	13	5	6	—	2
Music	10	9	9	3	2
Philosophy	46	26	40	38	19
Political Science	68	84	91	59	45
Religion	19	12	14	5	—
Sociology and Social Psychology	26	26	17	15	11
Other	17	15	32	19	3
Totals	510	504	579	414	324
	Awards				
Anthropology	16	11	6	3	1
Art History	9	8	6	11	3
Classics	9	11	5	8	6
Economics	17	16	13	10	10
English	27	28	34	38	32
Geography	4	7	2	7	3
History	38	43	61	54	38
Languages: Romance, Germanic and Slavic	13	19	15	18	9
Linguistics	4	1	4	—	2
Music	4	3	7	1	1
Philosophy	35	17	19	22	10
Political Science	33	30	35	29	24
Religion	5	3	5	1	—
Sociology and Social Psychology	10	12	6	8	4
Other	4	6	13	7	3
Totals	228	215	231	217	146

Women in the Competition

In 1971, 21 per cent of the doctorates in the humanities and social sciences were awarded to women, yet in the past five years women comprised 27.4 per cent of the applicants for Dissertation Fellowships and received 28.6 per cent of the awards. In addition to the large number of women who applied for the grants, women applicants actually did a little better than the men, as shown in the summary in Table 7 below. This is in line with a November, 1972 report of the Association of American Colleges which cites a finding that women with the doctorate have higher IQ's, higher Grade Point Averages, and higher class rank than male Ph.D.'s.

TABLE 7
PARTICIPATION OF WOMEN 1967-1972

	Applicants	*Awards*	*Ratio of Success*
WOMEN	638 (27.4%)	297 (28.6%)	46.6%
MEN	1,693 (72.6%)	740 (71.4%)	43.7%
TOTAL	2,331 (100.0%)	1,037 (100.0%)	44.5%

The Job Market

According to information received from Dissertation Fellows, the Ph.D. is apparently the key to success in obtaining academic employment. Ninety per cent of the Dissertation Fellows who have a Ph.D. are employed in academe, whereas 61 per cent of those lacking the degree landed academic jobs. Table 8 shows the types of jobs Dissertation Fellows have this year.

JANET A. MITCHELL
Director
Dissertation Fellowship Program

TABLE 8
EMPLOYMENT OF DISSERTATION FELLOWS

	WITH PH.D.			WITHOUT PH.D.		
Academic Employment	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*
College and University Teaching	243	66	309	107	46	163
Secondary Teaching	—	2	2	5	—	5
Post-doctoral Fellowship	7	1	8	1	1	2
Other Academic Employment	—	2	2	4	—	4
(SUB TOTAL)	(250)	(71)	(321)	(117)	(47)	(164)
Non-Academic Employment						
Government	5	—	5	5	—	5
Law School	1	—	1	2	—	2
Military Service	3	—	3	—	—	—
Publishing, Editing, Writing	—	—	—	2	3	5
Business	1	—	1	2	2	4
Library Work	—	—	—	1	2	3
Museum Work	—	—	—	2	—	2
Research	1	—	1	1	1	2
Housewife	—	2	2	—	4	4
Other	—	—	—	3	—	3
(SUB TOTAL)	(11)	(2)	(13)	(18)	(12)	(30)
Other						
Still studying	—	—	—	20	29	49
No job, still looking	16	6	22	25	—	25
(SUB TOTAL)	(16)	(6)	(22)	(45)	(29)	(74)
TOTALS	(277)	(79)	(356)	(180)	(88)	(268)

TABLE 9
GRADUATE SCHOOLS WITH DISSERTATION FELLOWS 1967-72
(Ranked by Number of Fellowships Awarded in 1972)

		1972	*1971*	*1970*	*1969*	*1968*
1	Columbia University	26	26	29	36	20
2	Northwestern University	18	21	18	6	5
3	Johns Hopkins University	12	11	15	16	10
4	Brandeis University	9	6	7	9	3
4	Brown University	9	13	4	9	4
4	University of Toronto	9	2	4	2	5
7	University of North Carolina	8	9	6	6	10
8	University of California, San Diego	6	3	—	1	3
9	University of California, Los Angeles	5	2	12	12	6
9	University of Illinois	5	6	5	6	1
9	New York University	5	6	9	6	1
9	Vanderbilt University	5	2	5	1	4
9	University of Washington	5	4	4	3	4

TABLE 9 (continued)

		1972	1971	1970	1969	1968
14	Duke University	4	4	5	7	6
14	Indiana University	4	5	13	12	8
14	University of Massachusetts	4	2	1	—	—
14	University of Pittsburgh	4	2	4	2	—
14	University of Rochester	4	3	5	8	3
14	Rutgers University	4	2	4	2	—
14	*State University of New York, Binghamton	4	—	—	—	—
14	Washington University	4	3	5	2	3
22	Bryn Mawr College	3	2	2	1	—
22	City University of New York	3	1	1	—	—
22	Claremont Graduate School	3	4	3	—	—
22	Emory University	3	2	—	—	4
22	University of Kansas	3	1	1	4	2
22	Massachusetts Institute of Technology	3	2	4	1	5
22	University of Oregon	3	—	2	1	2
22	Pennsylvania State University	3	2	3	1	2
22	University of Virginia	3	5	5	9	8
31	Case Western Reserve University	2	—	—	1	—
31	University of Connecticut	2	1	1	—	—
31	Florida State University	2	2	—	2	1
31	University of Maryland	2	3	4	1	—
31	University of Minnesota	2	2	4	4	3
31	University of Missouri	2	2	1	—	1
31	University of Notre Dame	2	1	2	2	2
31	*State University of New York, Stony Brook	2	—	—	—	—
31	Syracuse University	2	4	4	1	3
31	Tulane University	2	1	—	2	1
41	Boston College	1	1	—	—	—
41	*Bowling Green University	1	—	—	—	—
41	University of California, Davis	1	1	—	—	—
41	University of California, Riverside	1	4	1	—	—
41	University of California, Santa Barbara	1	4	1	3	1
41	*Carnegie Mellon University	1	—	—	—	—
41	Catholic University of America	1	2	—	1	1
41	University of Cincinnati	1	1	—	—	—
41	*Clark University	1	—	—	—	—
41	Columbia University Teachers College	1	—	1	—	—
41	University of Denver GSIS	1	1	1	2	1
41	University of Georgia	1	1	—	—	—
41	University of Hawaii	1	1	—	1	—
41	*Howard University	1	—	—	—	—
41	University of Kentucky	1	2	—	—	—
41	Michigan State University	1	—	2	5	—
41	Northern Illinois University	1	1	—	1	—
41	Ohio State University	1	—	1	—	—
41	University of Oklahoma	1	—	1	—	—
41	Princeton Theological Seminary	1	1	—	—	—

TABLE 9 (continued)

		1972	1971	1970	1969	1968
41.	Rice University	1	1	—	2	1
41.	University of Southern California	1	2	2	—	—
41.	State University of New York, Buffalo	1	—	4	3	1
41.	University of Texas	1	1	3	1	—
41.	Tufts University	1	—	1	—	3
41.	Wesleyan University	1	1	—	—	—
41.	*Yeshiva University	1	—	—	—	—
68.	University of Alberta	—	1	—	—	—
68.	American University	—	—	—	1	—
68.	Arizona State University	—	—	—	1	—
68.	University of Arizona	—	—	1	1	—
68.	Boston University	—	2	3	1	—
68.	University of Colorado	—	1	1	3	—
68.	University of Florida	—	1	1	—	—
68.	Fordham University	—	—	—	2	—
68.	Georgetown University	—	—	2	1	1
68.	University of Idaho	—	—	1	—	—
68.	Illinois Institute of Technology	—	1	—	—	—
68.	University of Iowa	—	1	2	2	2
68.	Johns Hopkins University SAIS	—	1	1	1	2
68.	Louisiana State University	—	—	2	—	—
68.	Loyola University, Chicago	—	1	1	2	—
68.	Marquette University	—	1	—	1	—
68.	Memorial University, Newfoundland	—	1	—	1	—
68.	Miami University (Ohio)	—	—	—	1	—
68.	University of Nebraska	—	1	—	1	—
68.	University of New Mexico	—	1	—	1	1
68.	New School for Social Research	—	2	—	—	—
68.	North Texas State University	—	1	—	—	—
68.	University of Ottawa	—	—	1	—	—
68.	St. Louis University	—	—	—	—	1
68.	University of South Carolina	—	1	—	2	—
68.	Southern Illinois University	—	1	—	—	—
68.	State University of New York, Albany	—	1	1	—	—
68.	Temple University	—	—	1	—	—
68.	University of Tennessee	—	—	1	—	—
68.	Texas Christian University	—	—	1	—	—
68.	Tufts University, Fletcher School	—	1	1	—	—
68.	University of Utah	—	1	—	—	—
68.	West Virginia University	—	—	—	—	1
68.	York University	—	2	—	—	—

*First Dissertation Fellowship

THE INTERNSHIP PROGRAMS

The Black Colleges

The argument over whether black colleges should continue to exist in an "integrating" society has been answered convincingly by John Monro, Director of Freshman Studies at Miles College, Birmingham, Alabama. In a commencement address at the University of Michigan, he pointed out the reasons why black colleges must not only continue but flourish:

Even with more educational opportunities existing for minority students in traditionally white institutions, black colleges continue to serve those financially and academically disadvantaged students who otherwise would not be able to pursue a college education. According to the 1971 Newman *Report on Higher Education*, blacks constitute almost 13% of the college age population but only 6.6% of matriculated college students. Black colleges enroll approximately 44% of all black students in the United States.

Another important argument presented by Mr. Monro is that the black colleges are institutional strongholds in otherwise disenfranchised communities. As Michael R. Winston says, writing in the Summer 1971 issue of *Daedalus* on "The Future of Black Colleges": "American Negroes have developed two major institutions, the Negro church and the Negro school. Of the two, only the school was a point of contact between Negroes and whites because of the problems of financial support on one hand, and on the other the broad range of relationships inherent in any educational enterprise, no matter how caste-ridden. Because Negro colleges existed as institutions within a society dominated by whites, they were necessarily a reflection of the power relations between two racial groups."

The Woodrow Wilson Internship Programs are designed to assist black and "developing" colleges (as defined by the Higher Education Act of 1965) to better serve their students, and also to provide a unique and challenging setting for young academicians and administrators about to begin their careers.

Administrative Internships

Having always existed on uncomfortably limited resources, developing colleges are well aware of the value of effective administration, but have seldom been able to afford the hiring of middle man-

agement personnel. With white higher education facing its own financial crunch and opening admissions to blacks because of social pressures, the black colleges now find themselves in a severe struggle for their most valuable resources: students, faculty (especially black) and, as always, money. In order to compete effectively for these resources and to manage them efficiently, developing schools must break out of the vicious cycle which has long entrapped them: the setting of priorities often leaves no funds for administration and middle management, while without this management, funds are very difficult to obtain and almost impossible to administer effectively.

In a time when effective educational administration is a necessity for survival and a yardstick against which institutions are measured (e.g., the emergence of concepts such as cost effectiveness, planning — programming — budgeting systems, and management information systems on many campuses), the developing colleges cannot continue to operate at an administrative disadvantage. The Carnegie Commission report on black colleges, *From Isolation to Mainstream*, (1971) recommends "organization of advanced management seminars and short courses for administrators at colleges founded for Negroes, supported at least partially by foundations and business firms." It also suggests that "colleges and universities develop programs and prepare proposals to the government and foundations for support of administrative intern programs for black students." The Woodrow Wilson Administrative Internship Program is still the only program which recruits highly trained M.B.A.'s to serve in full time administrative positions in black and other developing colleges.

In response to the shortage of well-trained administrators at developing colleges (where Woodrow Wilson Teaching Interns had been placed since 1963) the Administrative Internship Program was initiated in 1967 with the financial support of the Esso Education Foundation. Its objectives were:

to improve administrative procedures and business management at the participating colleges;

to provide outstanding business school graduates with opportunities to apply their skills to the problems of educational administration.

The Program concluded its fifth year of operation in 1971-72. During that year, 17 Interns were employed at 12 developing colleges. Eight of the participating colleges were predominantly black, four were traditionally white, two were state-supported, and one was Canadian. Both the numbers of participating colleges and Interns had increased for the fifth consecutive year.

All of the Interns, except for one holding an Ed.D. degree, held Master of Business Administration degrees. They served primarily as assistants to presidents and business officers, or as development and federal relations officers. Particularly prominent during 1971-72 was the application of the Intern's talents to budgeting, cost analysis, and the institution of financial control and information systems at the college. Many Interns also taught part-time in the business departments at their colleges, an area in which there is still a severe shortage of faculty members.

Two three-day conferences of Interns for orientation, exchange of ideas, and feedback to the Foundation were held during 1971-72. The Interns were addressed by Dr. Sterling Schoen, Executive Director of the Consortium for Graduate Study in Management; Martin Lehfeldt, Director of Development at Clark College and formerly director of the Woodrow Wilson Teaching Internship Program; Hugh Burroughs, Director of Programs at the John Hay Whitney Foundation and formerly director of the Woodrow Wilson Martin Luther King, Jr. Fellowship Program; and Douglas Lawson and Walker Williams of Lawson and Williams Associates, Inc., a fund raising and management consulting firm. The conferences were focused on the importance of educational administration at the developing colleges, and the impact of outside funds and consultative services on the operations and policies of an institution of higher education.

Recruitment of new Interns for the academic year 1972-73 demonstrated the continuing interest of M.B.A.'s in non-profit fields, particularly education. Over 200 candidates attended informal recruiting sessions at seven graduate schools of business. Eighty-three persons filed applications and 59 completed the entire procedure. Thirty were selected for interviews before the Selection Committee (listed in the Appendix), and 13 were selected as Interns, six as alternates. Of these 19, nine were placed at participating colleges. With those Interns remaining at their positions they make a total of

19 Interns serving in 1972-73 at 15 cooperating colleges, six of which are new to the Program.

In the spring of 1972, 31 colleges reported vacancies for 48 Interns. Of the six new participating colleges, two are state supported black institutions, three are private black colleges, and one is the Sinte Gleska community college on the Sioux Rosebud reservation in South Dakota. In the past, Internship support has been concentrated mainly on privately supported institutions because of their serious financial plight. Because of the political and financial pressures on the black state supported institutions, they are now also included in the Program.

Numbers do not tell the entire story. Several new developments have lent impetus and further purpose to the Program. The most significant is the large number of minority candidates recruited; ten of the 30 interviewed in 1972 were black. Five black Interns, including one previously appointed, will be on campuses during 1972-73. There have been only four other black Interns in the Program's five year history.

Another initiative to broaden the program will be the offering of placement assistance to those completing Internships. Men who take part in the Program often lose touch with the job market and its many options for graduating M.B.A.'s. Therefore, several methods are being explored through which career development services, counseling, and channels of referral can be provided through the Foundation.

The salary subsidy policy has also been altered. Previously, the Foundation paid one-fourth of the Intern's salary for up to three years. In 1972-1973, the subsidy will be 25% for the first year of Internship, 20% for the second, and 15% for the third year. This assumes that as an Intern serves longer at his college, his value to it becomes significantly greater. The resultant savings will allow more Interns to be placed and will make maximum use of the limited resources of the Program.

Finally, a Special Projects Fund was created to permit activities which would benefit both Interns and their colleges. Grants from the Fund have been made for the following purposes:

to enable two Interns in Operations Analysis and Research to pay registration and travel fees to a conference on higher edu-

cational management systems sponsored by Western Interstate Commission on Higher Education;

to cover partially the tuition for three Interns at the six week summer session of the Institute for Educational Management at the Harvard Graduate School of Business;

to help subsidize a research report by an Intern on the dilemma of black state supported institutions.

During the past year, Interns, in conjunction with college presidents and Foundation officials, reevaluated the goals of the Program and weighed the several options open to it. They concluded that the primary target group, the black colleges, had not yet been adequately served, and drew up a Statement of Purpose rededicating the Program to the service of these colleges. A further evaluation of the Administrative Internship Program's five years of operation is being funded by the Esso Education Foundation and will assess the effectiveness of the Program for both colleges and Interns.

The positions taken by Interns leaving the Program at the end of 1971-72 illustrate that those serving in it are often likely to make long term commitments to education and the developing institutions:

Bill Harvey (Fisk) - Vice President for Student Affairs at Tuskegee
Dave Clark (Saskatchewan) - training staff at Western Interstate Commission for Higher Education
Jerry Wilkinson (Spelman) - remaining for a fourth year
Dave Russell (Tougaloo) - remaining for a fourth year
Guy Solie (Millsaps) - assistant to the President of Duke University
James Harris (LeMoyne-Owen) - position with a black controlled savings and loan association in Memphis

Since 1967, 44 Interns have been employed by 27 colleges for a total of 70 Internship years. This has been made possible by the support of the following donors: The Esso Education Foundation, The Jessie Smith Noyes Foundation, The Mary Reynolds Babcock Foundation, American Telephone and Telegraph Corporation, Burlington Industries Foundation, C.I.T. Foundation, International Business Machines, International Telephone and Telegraph Corporation and the Prudential Insurance Company of America. All donors who have supported the Program have either renewed or increased their subsequent grants.

Teaching Internships

One of the most limiting factors on black and other developing colleges has been an insufficient number of high quality faculty members. Planning new academic programs, attracting students, gaining funds, and achieving accreditation are all extremely difficult without good teachers, and yet without these accomplishments good faculty members are hard to attract. Not only are these schools unable to afford the time or money to recruit faculty, but their traditional supply of black teachers and scholars, long excluded by other segments of higher education, is now in tremendous demand by white institutions. The brain drain on black colleges, juxtaposed with the general over-supply of teachers for the more established institutions, makes the services of the Woodrow Wilson Teaching Internship Program valuable in bringing together developing colleges looking for competent faculty, and young people seeking challenging teaching positions.

The Teaching Internship Program began operation in 1963 with three primary goals:

to provide cooperating colleges with teachers carefully selected from the ranks of outstanding graduate students;

to provide former Woodrow Wilson Fellows teaching positions in settings where they were badly needed;

to encourage students in cooperating colleges to pursue opportunities for graduate and professional study.

Holders of Woodrow Wilson, Danforth, Rhodes, Fulbright, Marshall, National Science Foundation, Presbyterian Graduate and Rockefeller Brothers Theological Fellowships, have been eligible to apply for Teaching Internships. During 1971-72, recipients of the Ford Doctoral Fellowships for Minority Students, John Hay Whitney Opportunity Fellowships, and Martin Luther King, Jr. Fellowships, were added to this list in hope of attracting larger numbers of highly qualified blacks to the Program. Through references and transcripts, candidates are evaluated as to whether they have the flexibility and sensitivity necessary to be effective in developing institutions. Although the requirement for candidacy is a master's degree or two years of graduate study, approximately 40% of the candidates for 1972-73 had already completed all requirements for the doctorate.

As Table 3 illustrates, the range of colleges receiving Teaching Interns has been broad. Internships have been served at relatively large urban institutions such as Federal City College, and at small rural colleges like Talladega in Alabama. State supported schools, including Tennessee State, have participated, as have private schools like Fisk, both located in Nashville. Although most participating colleges have been predominantly black, such as Lincoln University in Pennsylvania, many have been white, including Lenior-Rhyne in North Carolina. Overall, 317 Teaching Interns have served at 64 colleges for up to three years, a total of 538 Internship years.

In the first years of the Program, a grant from the Rockefeller Foundation enabled the Foundation to subsidize one-quarter of each Intern's salary, to provide a $100 discretionary allowance to each Intern, and to sponsor conferences of Interns during the year. The subsidy was designed to aid colleges financially and to insure that the Interns would have a reasonable amount of released time to counsel students on graduate schools and academic projects. The discretionary allowance was used for a wide variety of projects, including the purchase of reading materials and extra laboratory equipment, underwriting student publications, and sponsoring field trips. The conferences allowed Teaching Interns to share experiences and compare ideas on how to be most effective in their work.

Although the Rockefeller grant expired in 1970 and the Foundation no longer pays salary subsidies or discretionary allowances, the Program continues to act as an important liaison between colleges and potential Interns. There were 46 Interns serving at 23 participating colleges during 1971-72. The Foundation provided them with a flow of information about graduate opportunities for students and facilitated book distribution for their courses by providing an ordering service.

While budgetary constraints have caused a reduction in the number of new faculty appointments at many colleges, there is still a demand for the kind of carefully selected and highly qualified teachers placed through the Internship Program. Thirty-nine colleges requested information on available Interns for 1972-73. The primary areas of need were business administration, sociology, political science, and psychology. College needs are so extensive in

business administration that a special effort has been directed toward the leading graduate schools of business in hopes of generating increased applications in this area. Two hundred twenty-six young teachers inquired about the Internship Program and 115 were formally evaluated. Eighty were found acceptable for recommendation to participating colleges and 38, including holdovers from last year, have been placed at 20 cooperating colleges. Seven Interns are women; three are black.

The essence of the Teaching Internship Program is not research or publication but good teaching. Many of the students whom Interns teach are the products of inferior and stultifying educational backgrounds. The task of the Intern is not one of directing highly motivated students through the prescribed academic exercises leading to a degree. Rather it is one of instilling a respect and desire for the pursuit of knowledge and of recognizing and encouraging talent. Developing colleges take students with poor records of achievement and few cognitive and analytical skills, and help transform them into skilled, productive citizens — a task in which Teaching Interns have been involved for the last decade.

Conclusion

One small black college located in the heart of America's most staunchly racist climate has a long and painfully achieved record of championing the movement for the civil rights of all men. Visiting the campus one finds the vital atmosphere of an institution hard about its business, preparing its students for the challenges they must meet. Despite poverty, and general apathy on the part of the local community, this college stands as a monument to the indomitable will of a people.

During 1971-72, there were six Woodrow Wilson Teaching Interns on this campus, helping to provide the spirit, commitment, and teaching ability so necessary to such an institution. There was also an Administrative Intern who supervised a business office reorganization which may have helped save the college from financial collapse. Without the skills, ideals, and energy of the Interns, that school would be in more serious difficulty than it is. There is no more visible justification for these Programs.

DENNIS REIGLE
Director
Internship Programs

TABLE 1

Graduate Schools Attended by Woodrow Wilson Administrative Interns

	*1971**	*1972**	*Total Interns 1967-72*
Harvard Graduate School of Business	3	4	14
Wharton School of Finance (University of Pennsylvania)	6	5	9
Cornell Graduate School of Business and Public Administration	2	2	5
Notre Dame Graduate School of Business	1	1	3
Amos Tuck School of Business (Dartmouth)	1	1	2
Columbia Graduate School of Business	1	2	2
Stanford Graduate School of Business	1	0	2
Carnegie-Mellon Graduate School of Business	0	1	1
Chicago Graduate School of Business	0	1	1
Columbia Graduate School	0	0	1
Harvard Graduate School of Education	1	0	1
M.I.T. Sloan School of Management	0	1	1
Graduate School of Public and International Affairs (University of Pittsburgh)	0	0	1
Virginia Graduate School of Business	1	1	1
	17	19	44

*This figure refers to all Interns serving at participating developing colleges during the year noted, not only those selected from the graduate school during that year.

TABLE 2

Distribution of Woodrow Wilson Administrative Interns

	1971	1972	Total Interns 1967-72	*Total Internship Years 1967-72
University of Alabama, Huntsville	1	1	1	2
Alice Lloyd College	0	0	1	1
Atlanta University Center Corporation	1	1	2	4
Benedict College	0	0	1	3
Central State University	0	0	3	3
Clark College	0	1	1	1
Federal City College	0	1	1	1
Fisk University	2	2	3	5
Huston-Tillotson College	0	0	1	1
Jackson State College	0	0	1	1
Lane College	0	1	1	1
LeMoyne-Owen College	1	0	2	3
Lenoir-Rhyne College	1	1	2	3
Lincoln University, Pennsylvania	2	2	2	4
Mary Holmes College	2	1	2	3½
Miles College	0	0	1	2½
Millsaps College	1	0	2	4
Philander Smith College	0	0	1	1
Pikeville College	0	0	1	1
Prairie View A & M College	0	0	1	1
University of Saskatchewan	2	1	2	3½
Sinte Gleska College Center	0	1	1	1
Spelman College	1	1	3	6
Tennessee State University	0	2	2	2
Tougaloo College	1	0	2	5
Tuskegee Institute	2	2	3	6
Virginia Union University	0	1	1	1
Wilberforce University	0	1	1	1
	17	19	44	70½

*This column represents each academic year spent by an Intern at a co-operating college. This total is greater than that of total Interns because many Interns have remained at a college for more than one year.

TABLE 3

Distribution of Woodrow Wilson Teaching Interns

	1971	1972	Total Interns 1963-72	*Total Internship Years 1963-72
ALABAMA				
Alabama Agricultural & Mechanical College	0	0	1	1
Miles College	2	2	9	15
Stillman College	0	0	8	8
Talladega College	5	5	9	18
Tuskegee Institute	2	2	16	26
ARKANSAS				
Arkansas Agricultural, Mechanical & Normal College	0	0	6	8
Philander Smith College	0	0	5	7
DELAWARE				
Delaware State College	0	0	4	7
DISTRICT OF COLUMBIA				
Federal City College	1	1	2	5
FLORIDA				
Bethune-Cookman College	0	0	3	4
GEORGIA				
Atlanta University	0	0	1	1
Clark College	0	0	5	10
Fort Valley State College	0	0	2	3
Morehouse College	2	3	17	28
Paine College	0	0	2	4
Spelman College	1	0	6	11
KENTUCKY				
Alice Lloyd College	0	0	2	4
Kentucky State College	0	0	1	1
Pikeville College	1	0	6	9
LOUISIANA				
Centenary College	0	0	2	3
Southern University	0	0	7	10
MARYLAND				
Morgan State College	0	0	2	2

TABLE 3 (Continued)

	1971	1972	Total Interns 1963-72	*Total Intern-ship Years 1963-72
MASSACHUSETTS				
Northeastern University	0	0	1	1
MISSISSIPPI				
Jackson State College	2	2	9	20
Mary Holmes College	0	0	2	3
Millsaps College	0	1	1	1
Tougaloo College	6	5	15	33
MISSOURI				
Lincoln University	0	0	3	6
NEW JERSEY				
Seton Hall University	0	0	1	1
NORTH CAROLINA				
Appalachian State University	1	1	2	4
Bennett College	0	0	5	8
Catawba College	0	0	1	2
Elon College	0	0	1	2
Johnson C. Smith University	1	0	3	7
Lenoir Rhyne College	2	1	3	4
Livingstone College	0	0	1	1
Montreat-Anderson College	0	0	1	2
North Carolina Agricultural & Technical University	1	1	4	9
North Carolina College at Durham	0	0	6	6
Saint Augustine's College	1	1	3	5
OHIO				
Central State University	0	0	6	10
Wilberforce University	0	0	2	2
OREGON				
Oregon State University	0	0	1	1
PENNSYLVANIA				
Lincoln University	4	2	11	33

TABLE 3 (Continued)

	1971	1972	Total Interns 1963-72	*Total Intern-ship Years 1963-72
SOUTH CAROLINA				
Benedict College	0	0	4	6
South Carolina State College	0	0	3	4
University of South Carolina at Spartanburg	0	1	1	1
Voorhees College	0	0	2	2
TENNESSEE				
Fisk University	3	3	9	17
Knoxville College	0	0	9	9
LeMoyne-Owen College	2	2	4	11
Tennessee State University	0	0	4	5
University of Tennessee at Chattanooga	2	1	3	7
TEXAS				
Bishop College	2	2	12	29
Huston-Tillotson College	0	0	4	4
Lamar State College of Technology	0	0	2	2
Prairie View Agricultural & Mechanical College	0	0	9	14
Texas Southern University	0	0	9	13
Trinity University	0	0	1	1
Wiley College	0	0	2	2
VIRGINIA				
Hampton Institute	1	0	13	14
Mary Baldwin College	0	0	1	2
Saint Paul's College	0	0	4	4
Virginia State College, Norfolk	0	0	7	12
Virginia State College, Petersburg	3	1	10	19
Virginia Union University	1	1	6	14
TOTAL	46	38	317	538

*This column represents each academic year spent by an Intern at a co-operating college. This total is greater than that of total Interns because many Interns have remained at a college for more than one year.

MARTIN LUTHER KING, JR. FELLOWSHIPS

The thirty Martin Luther King, Jr. Fellows elected in the spring of 1972 bring to 207 the total chosen since the program was established in 1968 to assist black veterans to prepare for positions of leadership in the black community. For the first time the program is without a black director. Hugh Burroughs, director between 1969 and 1971, left the Foundation to take a position with the John Hay Whitney Foundation. The administration of the King program has been absorbed by the Foundation staff until a full time director can once more be employed.

Although there are programs, such as the federal Jobs for Veterans, headed by Foundation Trustee James F. Oates, Jr., which help veterans make the transition between the service and civilian life, no other is specifically designed to help black veterans with college degrees pursue graduate and professional study. Information about the King Fellowships is distributed by Project Transition of the U.S. Department of Defense to black servicemen about to be separated from the service and by undergraduate and graduate schools to eligible candidates who have been out of the service for some time. Because only 30 fellowships were available in 1971-72, publicity for the program was kept at a low level, and resulted in 220 applicants for King Fellowships, compared with 309 in the previous year.

Typically, the choice of field made by a King Fellow stems from the circumstances of his own life. One, preparing to be a social worker, has roots "deep in the inner-city of Chicago . . . a haven for dope peddlers, prostitutes, neglected children, and police harrassment." He would like to be "an agent of change dealing with the vicious cycle of poverty, deprivation, and exploitation." A future lawyer from Junction City, Texas who, "overcome with hostility . . . welcomed civil disobedience and violence," now is hoping to stay in the South and effect legal change. The attraction of law for many King Fellows is summed up by one who writes of the "counselor with a stake in the outcome, a counselor with a sense of outrage and righteous indignation, if you will, with an understanding not learned, but lived." A King Fellow who is a candidate for the Ph.D. in history expects "to dedicate the remainder of my life to reading, writing, research, and teaching of the elusive truth surrounding the Black man's historical experience."

Because King Fellowships are awarded to veterans of military service, most candidates are men. This year, Virginia Thomas, who served in the U.S. Air Force, became the second woman elected to a King Fellowship. She will use her fellowship to complete a master's degree in social work at the University of Southern California, and plans to pursue a career in school social work. Margaret Jones, who was awarded the Fellowship in 1969, is at present a psychiatric social worker at the Southern Arizona Mental Health Center in Tucson.

Many Fellows while still in school are active on their campuses and provide leadership in surrounding communities. They have sat on university committees at the University of California at Berkeley, Harvard University, University of Illinois, University of Pennsylvania, Southern University and other graduate and professional schools. One Fellow while still a law student at Southern University was appointed the only black member of the Louisiana State Constitutional Commission. Another, while studying for an Ed.D. at Harvard, served as Executive Director of the Center for Urban Studies at the Harvard Graduate School of Education. The Executive Director of the Maryland Commission on Negro History is a King Fellow studying for the Ph.D. in history at the University of Maryland.

In earlier years, each King Fellow received a monthly stipend of $270 to supplement the veterans benefits to which he was entitled. In almost all cases the graduate or professional schools attended waived tuition charges as their contribution to the King Program. As the number of fellowship candidates increased, the selection committees began recommending partial grants for candidates whose financial need was less urgent, in order to provide a greater number of awards. It was decided in 1972 to adopt a scale of stipends based on the number of dependent children.

The following table gives the total monthly support to be provided King Fellows in 1972-73:

	Veteran's Benefits[1]	*MLK, Jr. Stipend*	*Total Monthly Support*
Single Person	$220	$100	$320
Married, no children	261	100	361
One child	298	200	498
Two children	316	270	586

[1]According to the new scale recently approved and effective for the 1972-73 academic year.

Of the 30 King Fellows elected this year, nine are single, but of these one has a son he adopted while working with a gang of juvenile delinquents. Six are married and childless; nine have one child and six have two or more children. In addition to the 30 King Fellows elected this year, 12 elected in 1971 have been awarded a second year of support according to the same scale.

Graduate Information and Counseling Service for Black Veterans

The Foundation provides black veterans with information and counsel on graduate and professional schools and other fellowship programs in addition to awarding its own King Fellowships. For two years this service was supported by a grant from the Rockefeller Brothers Fund. With the expiration of that grant in 1971, the cost of the service was absorbed into the King Fellowship program.

Each year the Foundation asks graduate and professional schools whether they wish to receive the names of veterans interested in their programs. The participating schools submit information about special programs of admission and financial aid for minority students. This is supplemented by information from other organizations concerned with minority education, such as the Special Services Section of the Educational Testing Service.

In 1971-72, inquiries were received from 1140 servicemen and veterans. General information was sent to them on graduate and professional school admissions and financial aid opportunities. They were also invited to return a form describing their academic backgrounds, and education and career goals. Students' names were then sent to several schools with appropriate programs and to other fellowship sources, with the request that applications and descriptive materials be sent. Thus, in addition to the small number of black veterans who receive King Fellowships, many others are assisted.

Financial Support for the Program

The foundations, corporations, and individuals who have contributed to the financial support of the Martin Luther King, Jr. Fellowships, except for the Rockefeller Foundation and the Rockefeller Brothers Fund, whose grants have expired, are listed in the financial report. During the 1971-72 fiscal year, seven donors renewed

their grants and eight new ones were added. However, funding for the program is still not adequate. The Selection Committee for 1972 recommended approximately 40 candidates for fellowships; it was possible to make awards to only 30 of them.

At the inception of the program it was decided that King Fellowships should be for two years unless the Fellow's degree program could be completed in less time. This provided a sense of security and independence to the Fellow in his first year of study, and an opportunity for him to prove his academic ability before seeking an assistantship or other form of financial aid from his school. However, in 1971 and again in 1972 funds in hand at the time of the awards were not adequate to guarantee two years of support. Instead, one year fellowships were offered with renewal for the second year contingent on the availability of funds. While funds have been adequate to renew some fellowships awarded in 1971, and prospects seem good that the 1972 awards can also be extended for a second year, a valuable feature of the program has been lost. The goal for 1972-73 is to secure grants adequate to renew all one year fellowships for a second year, to award at least 40 new two-year fellowships, and to employ a full-time black director for the program.

An article in *Change Magazine* (February 1972) calls attention to the "growing awareness that the nation's cadre of black professionals should be expanded radically." According to the Bureau of Labor Statistics, 6.9 per cent of the professional labor force is black, compared with 11 per cent of the total population. The Carnegie Commission Report *Between Two Worlds* (1971), estimates that to achieve parity by the year 2000 the country will need two million more black professionals — but today's black enrollment in graduate and professional schools makes it doubtful that such a goal will be reached. Many schools can offer only token financial aid to minority students, who usually find such aid essential.

The shortage of fellowship funds, both in the graduate schools and in the King Program, is hardly news. What is important is that those blacks who have the opportunity to begin graduate or professional study fully justify the investment made in them. Table 6 lists the King Fellows who have already taken their places in the ranks of black professionals. All are in positions where their leadership abilities can make a real difference.

H. RONALD ROUSE
Acting Director
Martin Luther King, Jr. Fellowships

TABLE 1
PROPOSED FIELDS OF STUDY
1972 Applicants

	Applicants	*Elected*
Law	75	11
Medicine, dentistry, pharmach	25	4
Social sciences	20	1
Education	18	0
Social work	16	5
Business administration	14	4
Counseling and clinical psychology	14	2
Humanities and arts	8	0
Public administration	5	2
Urban and regional planning	5	1
Natural sciences	3	0
Engineering and architecture	3	0
Theology	2	0
Journalism and communication	2	0
Hospital administration	1	0
Field undecided	9	0
	220	30

TABLE 2

Undergraduate Colleges of 1972 King Fellows
(Each college represents one Fellow unless otherwise noted.)

Benedict College (2)
Bethune-Cookman College
Bowie State College
Calif. State College, Los Angeles (2)
City University of N.Y., Richmond Campus
District of Columbia Teachers College
Eastern Washington State College
Florida A & M University
Florida Memorial College
Fort Valley State College
Hobart College
Howard University
Immaculate Conception College
Indiana University
Johns Hopkins University
University of New Hampshire
New York Institute of Technology
University of Pittsburgh
Prairie View A & M College
Sacramento State College (2)
St. Paul's College
Southern University
Tennessee State University
Texas Southern University
Tuskegee Institute
Wagner College
Wayne State University

TABLE 3

Graduate Schools Attended by New King Fellows in 1972
(Each school represents one Fellow unless otherwise noted.)

Bryn Mawr College
University of California, Berkeley
University of California, Irvine, Graduate School of Administration
California School of Professional Psychology
Catholic University, Law School
University of Chicago, School of Social Work
City University of New York, Hunter College
Columbia University
Cornell University, Graduate School of Business and Public Administration (1)
Law School (1)
University of Florida
Florida State University, Law School
Harvard University, Graduate School of Business (2)
Howard University (1)
Law School (1)
Medical College of Georgia
Meharry Medical College
University of Michigan, Medical School
University of North Carolina
University of the Pacific, Law School
University of Pennsylvania, School of Finance & Commerce
Pepperdine College
University of Pittsburgh (1)
School of Social Work (1)
Rutgers University, Law School
University of South Carolina, Law School
University of Southern California, School of Social Work
Southern University, Law School
Valparaiso University, Law School

TABLE 4

SERVICE STATUS OF 1972 MARTIN LUTHER KING, JR. FELLOWS

Branch of Service	*Enlisted*	*Non-Commissioned*	*Officer*	*Total*
Air Force	4	5	2	11
Army	7	3	3	13
Navy	2	—	—	2
Marines	1	1	—	2
Coast Guard	—	1	1	2
Total:	14	10	6	30

TABLE 5

Status of 1968, 1969, and 1970 King Fellows, as of December 1, 1972

Completed studies and working in field	86	60.8%
Completed studies but occupation unknown	7	4.9
Still in graduate study	33	22.4
Discontinued graduate study	4	2.8
Discontinued study but plan to return	2	1.4
Declined award	5	3.5
No information	6	4.2
	143	100.0%

TABLE 6

EMPLOYMENT OF FORMER MARTIN LUTHER KING, JR. FELLOWS
FALL, 1972

Colleges and Universities (25)

Tyrone R. Baines '69
Director of Public Administration Program
North Carolina Central University
Durham, North Carolina

Harold S. Bauduit '69
Assistant Professor of Law
University of Colorado
Boulder, Colorado

Wendell T. Brooks '68
Professor of Art
Trenton State College
Trenton, New Jersey

Joshua Bursh '69
Assistant Professor of Business and Minority Economics Development
Arizona State University
Tempe, Arizona

James Chaffers '69
Associate Professor, Chairman
Department of Architecture and Urban Planning
Southern University
Baton Rouge, Louisiana

Franklin D. Cleckley '68
Associate Professor of Law
West Virginia University
Morgantown, West Virginia

Charles Davis '69
Counselor (Freshmen)
Fayetteville State University
Fayetteville, North Carolina

Gene Emanuel '69
Federal City College
Washington, D.C.

William Harvey '68
Vice President for Student Affairs
Tuskegee Institute
Tuskegee, Alabama

Deryl G. Hunt '69
Assistant Professor
Social Work Research
University of Pittsburgh
Pittsburgh, Pennsylvania

William V. Keene '70
Associate Director of Student Activities
Office of Student Life
Howard University
Washington, D.C.

Lonnie D. McIntyre, Jr. '69
Assistant Professor of Education
Michigan State University
East Lansing, Michigan

Richard T. Middleton, III '69
Associate Professor of Education
Jackson State College
Jackson, Mississippi

Ernest E. Ratliff '69
Assistant Professor of Public Law and Government
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

Harry G. Robinson '69
Director and Associate Professor
Graduate Urban Planning Program
Morgan State College
Baltimore, Maryland

Willard W. Rodgers '68
Drama Teacher
Compton Community College
Compton, California

James H. Rogers '69
Assistant Professor of English/ Black Studies
Portland State University
Portland, Oregon

Joseph J. Russell '69
Director of Human Relations
Indiana University
Bloomington, Indiana

Raymond A. Shepard '69
Assistant Professor of Education
Newton College
Newton, Massachusetts

Jay T. Smith '69
Coordinator of Trade and Industrial Education
Savannah State College
Savannah, George

William Thomas '70
Director of Black Studies
DePauw University
Greencastle, Indiana

Hubert E. Walters '69
Lecturer, Afro-American Studies
Harvard University
Cambridge, Massachusetts

Adolphus L. Williams, Jr. '69
Assistant Director of Admissions
Lecturer in Political Science
Haverford College
Haverford, Pennsylvania

Willie M. Willingham '69
Associate Professor of Chemistry
Langston University
Langston, Oklahoma

Sanford A. Wright '69
Lecturer, School of Social Work
Fresno State College
Fresno, California

Government and Public Service Agencies (34)

Robert Alexander '69
Director, Cleveland Court
Offender Rehabilitation Program
Cleveland, Ohio

George M. Alexis '68
Public Defender Service for D.C.
Washington, D.C.

Thurman M. Anderson '68
Assistant Attorney General
Division of Criminal Justice
State of Ohio
Columbus, Ohio

Howard O. Banks '69
Unemployment Insurance Program Specialist
U.S. Department of Labor
Dallas, Texas

Arthur L. Beamon '69
Attorney
Federal Deposit Insurance Corporation
Washington, D.C.

Thomas D. Carter '68
Special Assistant to Commissioner of Corrections
Department of Justice, Bureau of Corrections
Camp Hill, Pennsylvania

Mauris L. Emeka '69
Assistant Director
Black Economic Research Center
New York, New York

Walter Evans '70
Managing Attorney
Memphis and Shelby County Legal Services
Memphis, Tennessee

Jack W. Gravely '69
Staff Attorney
Richmond Legal Aid Society, Inc.
Richmond, Virginia

Eurich Z. Griffin '69
U.S. Fifth Court of Appeals
St. Petersburg, Florida

James M. Griffin '69
Executive Vice President
Council of Economic and Social Development
Little Rock, Arkansas

Morgan Hallmon '69
Trade Specialist
U.S. Department of Commerce
Washington, D.C.

Harold C. Hart-Nibbrig '68
Staff Attorney
Western Center on Law and Poverty
Los Angeles, California

William T. Hatchett, Jr. '69
Department of Health, Education and Welfare
Denver, Colorado

Benny O. Hodges '69
Classification and Parole Officer
Department of Corrections
Washington, D.C.

G. Alfred Kennedy '70
Minority Recruitment Officer—Foreign Service Officer
United States Information Agency
Washington, D.C.

Paul R. Keys '70
Associate Director, Washington Office
National Association of Social Workers
Washington, D.C.

Lonzo Lucas '70
Occupational Analyst
State of California
Los Angeles, California

James H. Manning, Jr. '69
Senior Judicial Clerk
Hon. Clifford S. Green
U.S. Courthouse
Philadelphia, Pennsylvania

Alphonso Manns '70
Law Clerk
National Labor Relations Board
Indianapolis, Indiana

Walter C. McIntosh '69
Assistant Coordinator of Curriculum
Urban Center
Brooklyn, New York

Victor L. Propes '70
CORE Services Director
Pilot City Regional Center
Minneapolis, Minnesota

Franklin C. Showell '69
Maryland Commission on Negro History and Culture
Baltimore, Maryland

Edward Simpkins '68
Chief Labor Negotiator
Philadelphia Board of Education
Philadelphia, Pennsylvania

Elvin Sloan '70
Consultant
Drug Abuse Programs
Washington, D.C.

James E. Stancil '70
Law Clerk
Reginald Heber Smith Fellowship (Legal Aid)
Baltimore, Maryland

Walter R. Stone '70
Lawyer
Rhode Island Legal Services
Providence, Rhode Island

Buford W. Tatum, II '69
Coordinator of Legal Staff
North Philadelphia Tenant Union
Philadelphia, Pennsylvania

Howard L. Tutman, Jr. '68
Urban Planner
U.S. Department of Housing and Urban Development
Baltimore, Maryland

Nathan H. Waters '70
Law Bureau
Harrisburg, Pennsylvania

James A. Wayne '69
Governor's Office
State of Louisiana
Baton Rouge, Louisiana

Carl M. Williams '68
Treasury Agent
U.S. Treasury Department
Washington, D.C.

Randolph Williams '69
Staff Attorney
Defender Association
Philadelphia, Pennsylvania

David W. Wilmot-Freedman '70
Legal Assistant
Neighborhood Legal Services Program
Washington, D.C.

Social Work and Mental Health Agencies (11)

Fredric A. Alexander '69
Psychiatric Social Worker
San Gabriel Valley Mental Health Service
Arcadia, California

George Anderson '69
Psychiatric Social Worker
Judge Baker Guidance Center
Boston, Massachusetts

Gilbert E. Banks '69
Social Worker
California State Youth Authority Reception Center
Norwalk, California

Charles W. Gilbert '69
Social Worker
U.S. Veterans Assistance Center
Washington, D.C.

Richard H. Harvey '70
Psychiatric Social Worker
Central City Community Mental Health Center
Los Angeles, California

Dorsey Houchins '69
Project Director
Golden Age Centers
Resident Operated Center Program
Cleveland, Ohio

Margaret W. Jones '69
Psychiatric Social Worker
Southern Arizona Mental Health Center
Tucson, Arizona

Willie Powell, Jr. '69
Social Worker
East Orange Veterans Administration Hospital
East Orange, New Jersey

Guy A. Ruth '69
Psychologist
State of Illinois Department of Mental Health
Chicago, Illinois

James E. Savage, Jr. '68
Psychology Intern
Chicago-Read Mental Health Center
Chicago, Illinois

Johnnie L. Williams '69
Social Services Supervisor
Metropolitan Denver Child Care Association
Denver, Colorado

Private Law Firms (10)

Frank A. Bolden '69
Attorney
Cahill, Gordon, Sonnett, Reindel & Ohl
New York, New York

Richard Davis '69
Law Clerk
Chandler, Tuller, Udall & Richmond
Tucson, Arizona

William Franklin Jordan '70
Partner
Hall, Abram, Tucker, Johnson and Jordan
Jackson, Mississippi

Thomas J. Long '68
Attorney
Gulfport, Mississippi

William I. Martin '69
Attorney
Isham, Lincoln & Beale, Esquires
Chicago, Illinois

William K. Nelson '69
Associate with Granik, Garson, Silverman and Nowicki, Esquires
New York, New York

Cecil B. Patterson '69
Law Partner
Bursh and Patterson, Attorneys at Law
Phoenix, Arizona

William H. Samuel, Jr. '70
Attorney
Plaquemine, Louisiana

Samuel C. Thompson, Jr., '69
Attorney
Davis, Polk, and Wardwell
New York, New York

Joe O. Wiggs '70
Attorney
Cleary, Gottlieb, Steen & Hamilton
Washington, D.C.

Business and Industry (3)

Crawford T. Carpenter '69
Operations Auditor
Container Corporation of America
Chicago, Illinois

Philip W. Crutchfield '69
First National Bank of Boston
Boston, Massachusetts

Ronald D. Heath '69
Assistant to Executive Vice President
Omniform
New York, New York

Medicine and Dentistry (3)

James Bass, Jr. '69
Surgical Intern
Milwaukee County General Hospital
Milwaukee, Illinois

Earl T. Garrett '69
DDS
Passaic, New Jersey

James Oliver '69
Intern — Harvard Medical Service
Boston City Hospital
Boston, Massachusetts

NATIONAL HUMANITIES SERIES

The National Humanities Series is a program of public education presented to adult audiences throughout the United States.

The humanities reflect human experience as perceived by poets, critics, dramatists, philosophers, artists, historians, and novelists—here and there, then and now. It is the task of a Series humanist in his presentation to capture and communicate the excitement, awe, and contemporary relevance of these discoveries.

Classrooms, museums, and scholarly journals have been traditional forums for the presentation and discussion of the humanities. The National Humanities Series, supported by a grant from the National Endowment for the Humanities to the Woodrow Wilson National Fellowship Foundation, is dedicated to the proposition that the world of the late 20th Century is too complex for humanistic education to be limited to such boundaries. During the past three years the Series has developed a continuing program to bring teams of experienced humanists and supporting performers to adults who are not involved in formal education. The teams' presentations are designed for the general public, for civic and social organizations, professional and service clubs, religious and fraternal groups. Programs are offered in public meeting rooms, churches, restaurants, union halls, private homes, school gymnasiums and auditoriums, correctional institutions, fire departments, and grange halls. One was held aboard a Coast Guard cutter in Lake Michigan, another in an Alaskan lumber camp. The members of each team are prepared to present material diverse enough to meet the special needs of the groups before which they appear during their visit of several days to the community.

In addition to small-group presentations, a Series' visit is highlighted by a presentation by the team to the entire community. Generally this presentation is scheduled for the final evening of each visit and is followed by a general, open discussion.

A participating community typically expects three team visits a season (September to May) for three years. At the end of the trien-

nium the Series may arrange for an occasional presentation to support activities which have been generated by continued local enthusiasm for the humanities.

Although the presentation of the Series to over half a million people marks a new departure in adult education, the project is easier to describe than to present. Younger academics rarely have the time to tour for the Series; and, even if benevolent deans and department chairmen allow them released time, their inexperience can result in presentations which are neither substantial nor humanistic. Established academic superstars, on the other hand, sometimes find it difficult to adapt their material and presentation to general audiences in small American communities. The humanities are frequently difficult to separate from hortatory social science and the creative arts. Audiences may be puzzled by the humanities and look for slick entertainment rather than insight. They relegate the humanities to the classroom of the local high school or junior college, both outside the mandate of the Series. In short, the task of the Series staff is not only the identification of humanists who have something to say to general audiences and who have the imagination and energy to do it well. They must also find communities receptive to the Series' special mission.

The distinction between professor and performer in the Series has never been absolute. While the essential purpose of the Series is the lasting light of education (as opposed to the murk of pedantry or bolts of genius), all professors are performers, and all performers, to some extent, professors. Both must be able to show and to tell—as must every effective classroom teacher. The academic humanist adapts his scholarship and techniques to his non-academic, extramural "students." The performers — singers, dancers, musicians, actors — contribute to the realization of their team's major evening presentation and prove their ability to give thoroughly professional, essentially educational small-group presentations. None of the Series program is "theatre," but, like all effective modes of teaching — from Socrates to Sesame Street — each is carefully planned and dramatically presented.

Statistics

No student of history can forget certain courses and texts which seemed little more than tables of dates, dynasties, battle statistics, and election totals. Although a humanistic view of history minimizes quantitative aspects, a three-year recapitulation of the operations of the National Humanities Series must offer some facts and figures.

			Attendance			
		Number of		Small-Group Evening		
Season	*Teams*	*Towns Visited*	*Schools*	*Adults*	*Major*	*Total*
Feb. 15, 1969-May 30, 1970	6	41	88,407 (73%)	15,491 (13%)	15,865 (14%)	120,563
Sept. 19, 1970-May 30, 1971	9	71	153,651 (65%)	21,950 (10%)	45,818 (20%)	222,419
Oct. 1, 1971-May 15, 1972	10	69	76,979 (53%)	35,172 (24%)	34,084 (23%)	146,235

The drop in total attendance during the third season is directly related to the Series' focus on adult groups: schools received fewer visits and, consequently, many students were not specifically urged to attend the evening presentations. This observation is supported by the following evidence:

AGE OF AUDIENCES AT EVENING PERFORMANCES

	Town	*Under 25*	*35-44*	*45 and over*
1970-1971	Gorham, New Hampshire	60%	12%	28%
	Dalhart, Texas	54%	18%	28%
	Grants Pass, Oregon	36%	29%	35%
1971-1972	Faribault, Minnesota	10%	43%	47%
	Galveston, Texas	24%	41%	35%
	Bath, Maine	28%	54%	18%
	Ulysses, Kansas	33%	41%	26%
	Bisbee, Arizona	6%	21%	73%

All statistics for the third season indicate that a greater number and percentage of adults are participating in the Series.

Audience research conducted for the Series by George Culver of the Wharton School of the University of Pennsylvania during the winter and spring of 1972 revealed that just slightly less than three-quarters of those who responded to the questionnaires had some collegiate experience. It is impossible to determine whether the response to the Series is triggered by academic exposure to the hu-

manities, by absence of involvement in this area, or even despite previous course work in the topics explored by teams. In any case, a gratifying number of relatively well-educated people in smaller American communities are attending Series presentations—even though these presentations, in format and locale, are not aimed at an intellectual elite. It would seem that the Series is responding to a significant number of citizens who feel a need to reexamine enduring themes in human literature, art, and history.

Teams and Programs

Ten programs were presented during the 1971-72 season. Each team, working in collaboration with the Series' Production Director, developed a repertoire of interrelated programs around a central theme, using a genre which might be called the "dramatic essay." In addition to the team performances, Columbia University Professor Jacques Barzun, one of the "Senior Humanists" involved with the Series, presented a solo lecture on "History for Pleasure."

A MORE PERFECT UNION, with William Jamison, formerly of the Department of History, Southwest Texas State College; Richard Jefferson, Professor of English, Jackson State College; Ion Macgregor, a Scottish historian; and Donna Jamison, an actress, toured to 45 communities with a group of programs exploring the question of how Americans, though diverse, can live together.

A related question — regional diversity — was explored in A SENSE OF PLACE, with Christopher Pierle and Robert Cochran, both from the Department of English, University of Southern Mississippi, and Katie Lee, a singer and folklorist. This team made special efforts to localize the material in each presentation, and reached a total of 45 communities.

The reconciliation of alienated generations was considered by Dr. A. C. Van Nostrand, Department of English, Brown University, in EXILES IN THE HOUSE, a mixed-media program which was developed during the 1970-71 season. He appeared in 23 communities.

CONVERSATIONS was an experiment in building a repertoire of programs around a central important figure, George Bernard Shaw. This repertoire, using the talents of actor Bramwell Fletcher and his novelist wife, Lael Wertenbaker, toured to 24 communities.

A short tour to 6 communities was made by Dr. William A. Owens, Department of English, Columbia University, accompanied by folksinger Sandy Johnson, in the program THE FRONTIER IN SONG AND STORY. It explored the subject of American folklore in relationship to the nineteenth century waves of immigration.

The relationship of science to the humanities was explained by Dr. Mark Graubard, The Natural Science Program, University of Minnesota, and an accompanying performer in ASTROLOGY, ALCHEMY, AND THE NATURE OF MAN, which visited 7 communities.

Dr. R. Simon Hanson, Department of Religion, Luther College, Iowa developed a repertoire of 19 programs around the title, STORY. A four-person team, also including Paul Chaffee WWF '67, Jean-Max Sam, a Haitian drummer, and Mary Kay Harris, a dancer, visited eleven communities to explore the ancient art of storytelling as a means of organizing human experience in narrative symbols.

THE POLITICS OF CONSCIENCE was presented by Dr. Esther Doyle, Department of English, Juniata College, Pennsylvania and Dr. Douglas Saxby, Department of English, College of Marin, California. The Renaissance figure Sir Thomas More was the focal point in this examination of the conflict of conscience and state. In 5 communities, the team organized local citizens into a panel for a post-performance discussion with the audience.

THE TOUCH OF TIME, with Dr. Albert and Maclin Guerard, both Department of English, Stanford University, visited 13 communities in a group of programs demonstrating the relationship of memory to the artistic process of literature.

Dr. William A. Mueller, Department of English, Goucher College, spent week-long periods in three communities leading intensive seminars on the subject of FREEDOM, using five dramas (Sophocles to Sartre) as the basis of the discussions. The participating communities organized informal performances and initiated follow-up discussion groups to explore the topics uncovered in the seminars. In the town of Luverne, Minnesota, Dr. Mueller was invited back for two visits at the town's own expense, for seminars on marriage and morality, and Franklin, Thoreau, and Charles Reich.

The Communities

Ranging from the island community of Kodiak, Alaska to the mining town of Bisbee, Arizona; from the farming village of Webster, South Dakota, to the mini-metropolis of Orlando, Florida, the towns visited by the Series during 1971-72 were chosen for their lack of local humanistic opportunities. Each interacted with Series teams in its own way, taking what it needed from the programs and giving back something in return. At the Pioneer Home in Sitka, Alaska, the sourdoughs talked with Kit Pierle about a "Sense of Place" and swapped their own folk songs for the music of the Southwest. In Cleveland, Tennessee, Richard Jefferson traced for an integrated audience the development of Black American poetry from the vegetable vendor's street cries in New Orleans to the sophisticated writing of the Harlem Renaissance. During a Minnesota blizzard, 20 people, ranging in age up to 80, kept an appointment with William Mueller to discuss Ibsen's *"Hedda Gabler."*

In a tense southern town, a Series team presented an assembly program before a racially mixed high school body while a sheriff with a rifle stood by to keep the peace. The principal of the school later said that the performance served to release tensions and to provide some perspective. A town chairman in Harrison, Arkansas, wrote of the "More Perfect Union" team that "our empathy for the other communities of the country was enhanced by this visit in ways that will have long range effects. Many of our students go to college . . . more than fifty percent . . . and of course many will go to work in communities across the country." And of the "Sense of Place" she wrote, "Mr. Pierle's 'Big Bear of Arkansas' excerpt prompted members of the audience to recall their own tall stories . . . . They made me feel very proud to be an Ozark hillbilly of Scotch-Irish and English descent."

In each community visited by the Series, all aspects of team scheduling and publicity are left in the hands of a volunteer group of local citizens. This group, usually numbering at least fifteen people, includes representatives from the various vocational, ethnic, and economic sectors. The local council tries to schedule at least one performance before a group which normally has little contact with the humanities and is unlikely to have any college education; for example at a regularly scheduled meeting of union or farm workers. Since these local committees are a vital link between Series presen-

tations and the audiences for which they are intended, decisions regarding second or third seasons in a community are made more on the basis of their effectiveness than on that of any other factor.

One of the principal functions of the Series is to act as a catalyst for continuing humanistic activities in participating communities. Five of the eight communities which were included in the Series for three years have continued its work and one of these, Riverhead, New York, has formed a permanent arts and humanities council which qualified for a grant from the New York State Council on the Arts.

During 1971-72, the Series staff prepared and distributed to the participating communities annotated bibliographies for the use of townspeople who wished to explore further the ideas presented by the teams. In addition, free paperback books related to the program's theme were distributed at each main evening performance.

Permanent Records of Series Presentations

A twenty-eight minute film entitled TIME OUT FOR MAN, documenting a team visit to Webster, South Dakota, was made by Cinemakers, Inc., under the direction of Ed Schultz. It is primarily used to introduce the Series to new communities at initial organizational meetings.

Two Series programs, A MORE PERFECT UNION and CONVERSATIONS, were videotaped by Orlando (Florida) Cablevision and rebroadcast in nearby communities. As a result of her work with the Series in 1970-71, singer Cynthia Gooding was asked to produce a three-segment series for the Mississippi Educational Television Network, and Nat Simmons' POETRY IN BLACK, which had toured for the Series for two seasons, was taped and broadcast by WNJT-TV, Trenton, New Jersey. Both of these programs have been made available nationally to educational channels.

Wingspread Planning Conference

In September, 1971, for the second consecutive year, the Johnson Foundation hosted a two-and-a-half day meeting of National Humanities Series staff, participants, and town chairmen at the Wingspread Conference Center in Racine, Wisconsin. The agenda included keynote remarks by Dr. Gerald F. Else, Director of the Cen-

ter for Coordination of Ancient and Modern Studies at the University of Michigan; panel discussions led by Wilson Center staff members on publicity techniques, research materials, community preparations, and uses of the momentum generated by the programs; a lecture-discussion on "What the Humanities Are and How They Touch Our Lives" by Mr. Rosenhaupt; previews of three team presentations; and meetings between teams and representatives of the communities slated to receive them.

The Future

The National Humanities Series is under the jurisdiction of the Division of Public Programs of the National Endowment for the Humanities which, with the National Endowment for the Arts, constitutes the National Foundation for the Arts and Humanities. Mr. William Maher has replaced Dr. Richard Hedrich as the Program Officer maintaining liaison with the Foundation and the Series. In 1972, the Endowment, in the interest of greater regional coordination, established two additional centers for the administration of the Series: the Midwestern Center at the University of Wisconsin, and the Western Center at the University of California, Los Angeles. The Wilson Center remains the largest of the divisions, and will be visiting thirty-three states and sixty communities in 1972-73.

Bill Fegan, who directed the Series in its first three years, has returned to the State Theatre of New Mexico, of which he is founder and Managing Director. In June of 1972 he was awarded an honorary Doctor of Letters degree from his alma mater, Juniata College, for his "leadership in bringing humanistic knowledge and insights to many persons in a growing number of communities across the nation." R. Joseph Schork, Woodrow Wilson Fellow 1955 Honorary, Professor of Classics at the University of Minnesota, has been appointed the second director of the Wilson Center. During the first year of the Series, Dr. Schork was one of the team chairmen.

During 1972-73, the Series will emphasize seminar style presentations following the distribution of bibliographies and outlines to the communities. There will be greater coordination with the National Humanities Faculty, another program of the Endowment; inclusion of a larger number of Senior Humanists and former Fellows who are prevented by their teaching obligations from full time commitment to the Series; and new programs on Ben Franklin, Shake-

speare, and the settling of America. A National Humanities Council, listed below, has been formed to help give guidance and direction to the Series.

National Advisory Council, 1972

Jacques Barzun, University Professor, Columbia University
Florence Bonime, novelist and teacher at the New School for Social Research
Andrew Carr, Chairman, Humanities Council, Clarksdale, Mississippi
Clifton Fadiman, Board of Editors, Encyclopedia Britannica
J. Glenn Gray, Professor of Philosophy, Colorado College
Pauline Kael, Film Critic, *The New Yorker*
Douglas M. Knight, Vice President for Education Services, RCA
Maynard Mack, Professor of English, Yale University
Allie Beth Martin, Director, Tulsa City-County Library System
D'Arcy McNickle, Center for the History of the Indian People, Newberry Library, Chicago
John Peoples, President, Jackson State College
Peter Prescott, Associate Editor, *Newsweek*
Alan Schneider, Director, Arena Theatre
John Ward, President, Amherst College

R. JOSEPH SCHORK
Director
National Humanities Series

PRESENTATION SITES
NATIONAL HUMANITIES SERIES
1971-72

ALASKA
1 Juneau
2 Ketchikan
3 Kodiak
4 Sitka

ARIZONA
5 Bisbee

ARKANSAS
6 Harrison
7 Russellville

CALIFORNIA
8 Weed

CONNECTICUT
9 New Canaan

FLORIDA
10 Fort Myers
11 Orlando
12 Pasco County

GEORGIA
13 Statesboro

IDAHO
14 Caldwell

ILLINOIS
15 Carthage
16 Jacksonville

INDIANA
17 North Manchester

IOWA
18 Fayette

KANSAS
19 Hesston
20 Liberal
21 Ulysses

KENTUCKY
22 Hopkinsville
23 Whitesburg

MAINE
24 Bath

MARYLAND
25 Cumberland
26 Princess Anne

MASSACHUSETTS
27 Haverhill

MICHIGAN
28 Grand Haven

MINNESOTA
29 Faribault
30 Luverne

MISSISSIPPI
31 Mathiston

MISSOURI
32 Poplar Bluff

NEBRASKA
33 Holdrege
34 McCook

NEW HAMPSHIRE
35 Gorham
36 Keene
37 Wolfeboro Falls

NEW JERSEY
38 Waldwick

NEW MEXICO
39 Raton
40 Roswell

NEW YORK
41 Riverhead

NORTH CAROLINA
42 Morganton

OHIO
43 Portsmouth

OKLAHOMA
44 Bartlesville

OREGON
45 Grants Pass
46 Pendleton

PENNSYLVANIA
47 Lebanon Valley
48 Mt. Pleasant
49 Smethport

RHODE ISLAND
50 Westerly

SOUTH CAROLINA
51 Due West
52 Easley

SOUTH DAKOTA
53 Fort Thompson
54 Webster

TENNESSEE
55 Cleveland
56 Jefferson City

TEXAS
57 Dalhart
58 Denton
59 Galveston

VERMONT
60 Poultney

VIRGINIA
61 Emory

WASHINGTON
62 Longview
63 Olympia

OTHER ACTIVITIES

Placement

Like a barometer measuring the pressures of the academic job market, the number of Fellows asking for Foundation assistance in finding teaching positions has risen each year. In January of 1972, 652 Fellows asked to be on the Foundation's placement lists, compared with 141 two years earlier. This year's placement began with an announcement in the Foundation Newsletter sent to all Fellows, and proceeded with the circulation of lists by fields of available Fellows to Woodrow Wilson campus representatives and junior college deans of instruction. In a major new effort, Fellows were asked if they might be interested in teaching at the secondary level, and the availability of the 217 who responded affirmatively was made known to the headmasters of the National Association of Independent Schools, principals of high schools recommended by the National Association of Secondary School Principals, and principals of high schools which have presented large numbers of candidates for Advanced Placement Examinations. One hundred and eighty private schools and 20 public schools expressed interest in the idea of strengthening their faculties with the addition of Woodrow Wilson Fellows.

By late September of 1972, 584 of the Fellows on the placement lists had responded to questionnaires on their plans for 1972-73. Four hundred and four were employed, primarily as teachers or researchers in their fields; 90 had decided to continue graduate or professional studies; and 90, an estimated 1.2% of all teaching Woodrow Wilson Fellows, were unemployed.

Thirty-five of the unemployed Fellows were women, slightly more than the proportion of all Woodrow Wilson Fellows. Forty-seven of the unemployed did not yet have the Ph.D. Whereas 46.5% of all Fellows are in the fields of English, history, and languages, 76.8% of the unemployed are in those fields.

Opportunities for changing jobs have evidently decreased. Ninety-eight of those who had asked for Foundation assistance in obtaining new positions are continuing at their old jobs in 1972-73.

The tight market for academic employment has had at least one positive side. Whereas in the past, more than 22% of all Woodrow

Wilson Fellows teaching were concentrated at the most selective colleges, only 8% of those on the placement lists are now teaching at these schools. The result is wider distribution of good teachers at the state colleges and smaller liberal arts schools, and more highly trained teachers in the junior colleges and secondary schools.

During 1972-73, placement activities will continue to be concentrated on the secondary school market, and will also include making the availability of Fellows known to non-academic employers such as foundations, museums and publishing houses.

Research

A revision of the survey of federal fellowships for beginning graduate students, first done in 1970, was made in the fall of 1972. The graph below, based on current budget proposals and figures obtained from government agencies, shows that the number of such fellowships has declined from 11,324 in 1967 to an estimated 2,137 for 1973, *a decrease of more than eighty percent.*

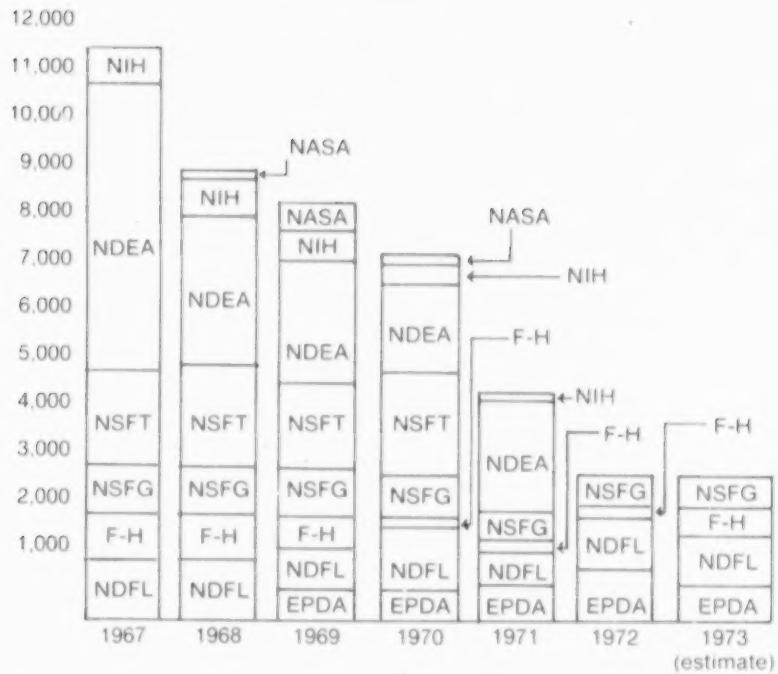
A questionnaire was sent to over 11,000 Fellows in the winter of 1971-72 requesting current information about degrees held and employment status. The following information on the classes of 1945-1967 is based on a 52% rate of return:

College Teachers	61.9%
Elementary and Secondary Teachers	2.8
Professions	2.5
Government Employees	4.2
Non-Profit Institutions	3.6
Other Employment	6.9
Not Employed	3.2
Graduate Students	11.9
Post-doctoral Fellows	3.1
Ph.D. or other doctorate	59.1%
Master's degrees	31.0
No graduate degree	9.9

A survey made of 800 women Woodrow Wilson Fellows of the 1958, 1959, and 1960 classes showed that of 554 reporting, 47% had the Ph.D. and 53% were teaching. The percentages of all Fellows teaching and with the doctorate are remarkably consistent with the same information derived from a 1966 study based on a greater rate of return, though with the passage of years the number with the doctorate has risen.

JUDITH L. PINCH
Assistant to the President

Fellowships for Beginning Graduate Students 1967-1973



NASA — National Aeronautics and Space Administration
NIH — National Institutes of Health
NDEA — National Defense Education Act
NSFT — National Science Foundation Traineeships
NSFG — National Science Foundation Graduate Fellowships
F-H — Fulbright-Hays
NDFL — National Defense Foreign Language Fellowships
EPDA — Education Professions Development Act

FINANCIAL REPORT

PEAT, MARWICK, MITCHELL & CO.
Certified Public Accountants
132 West State Street
Trenton, New Jersey 08608

The Board of Trustees
The Woodrow Wilson National Fellowship Foundation:

We have examined the balance sheet of The Woodrow Wilson National Fellowship Foundation as of June 30, 1972 and the related statement of operations and changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, such financial statements present fairly the financial position of The Woodrow Wilson National Fellowship Foundation at June 30, 1972 and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. The current year's supplementary data included in Schedule 1 have been subjected to the same auditing procedures and, in our opinion, are stated fairly in all material respects when considered in conjunction with the basic financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

August 7, 1972

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Balance Sheet
June 30, 1972

Assets

Cash		
Demand deposits		$105,178.54
Savings accounts		94,589.26
Certificates of deposit		630,000.00
		829,767.80
Accrued interest receivable		5,725.47
Operating advances		5,526.87
Prepaid expenses and deposits		5,749.88
Furniture and equipment — at cost (note 1)		58,546.85
		$905,316.87

Liabilities and Fund Balances

Liabilities		
Accounts payable		9,535.89
Accrued expenses		534.84
Accrued vacation pay		11,036.65
		21,107.38
Fund balances		
Restricted funds	$783,741.80	
Unrestricted funds	41,920.84	
Equipment fund	58,546.85	884,209.49
		$905,316.87

See accompanying note to financial statements.

Note to Financial Statements
June 30, 1972

(1) Furniture and Equipment

Purchases of furniture and equipment are charged to operations in the year of acquisition. Amounts so expended are also capitalized in the accompanying balance sheet with a corresponding increase in the principal of the equipment fund. No provision is made for depreciation.

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Statement of Operations and Changes in Fund Balances
Year ended June 30, 1972

	Total	First-year fellowships	Dissertation fellowships	Discre-tionary fund	Martin Luther King, Jr. fellowship program
Balances at beginning of year	$1,870,864.63	930,319.69	603,484.74	58,062.39	126,395.82
Add:					
Grants and gifts	1,279,712.65	3,000.00	506,000.00	—	127,100.00
Investment income	57,527.31	16,532.81	32,937.87	—	1,998.75
Inter-fund transfers	—	(2,277.93)	—	—	—
Purchases of furniture and equipment (note 1)	2,500.15	—	—	—	—
	3,210,604.74	947,574.57	1,142,422.61	58,062.39	255,494.57
Deduct:					
Fellowship stipends	1,200,339.90	404,824.03	715,865.87	—	79,650.00
Tuition	176,039.98	167,939.08	—	—	8,100.90
Grants-in-aid	18,033.00	—	—	3,000.00	15,033.00
	1,394,412.88	572,763.11	715,865.87	3,000.00	102,783.90
Other direct program expenses					
Salaries	160,387.46	—	—	—	—
Employee benefit payments	9,618.86	—	—	—	—
Honoraria payments to selection committees and representatives	14,475.00	—	13,900.00	—	250.00
Regional clerical help	2,623.58	2,623.58	—	—	—
Interviewing expenses	9,770.53	—	—	—	1,772.14
Production expenses	31,135.48	—	—	—	—
Travel expense:					
Recruiters and participants	55,908.41	—	780.13	—	—
Candidates	1,820.60	8.32	—	—	1,812.28
Per diem expense	62,060.70	—	688.46	—	—
Printing, stationery and other expense	33,087.40	—	—	—	—
Conference expense	22,731.92	—	—	—	537.76
Total other direct program expenses	403,619.94	2,631.90	15,368.59	—	4,372.18
Administrative expenses					
Salaries	304,437.36	41,388.74	33,754.48	6,699.00	13,503.08
Employee benefit payments	40,233.97	9,270.15	4,565.56	700.91	1,754.79
Travel - staff	23,457.93	2,005.24	34.40	66.92	396.60
Per diem expense	14,290.11	2,277.85	221.78	—	458.62
Postage	14,622.92	4,209.95	1,369.57	531.96	638.68
Printing, stationery and other expense	35,925.51	12,071.84	6,444.69	2,519.41	1,697.48
Rent	30,396.00	8,002.00	3,496.00	—	1,368.00
Telephone	21,800.23	3,963.89	1,311.09	5.26	561.39
Outside services	6,151.52	4,069.23	—	72.45	380.74
Purchases of furniture and equipment (note 1)	2,500.15	2,280.20	—	—	—
Miscellaneous	33,448.95	2,757.21	1,562.96	—	764.19
Total administrative expenses	527,264.65	92,296.30	52,760.53	10,595.91	21,523.57
Disposal of equipment	1,097.78	—	—	—	—
Total deductions	2,326,395.25	667,691.31	783,994.99	13,595.91	128,679.65
Balances at end of year	$ 884,209.49	279,883.26	358,427.62	44,466.48	126,814.92

See accompanying note to financial statements.

Restricted Funds						
National Humanities Series	Administrative internship program	Friends of The W W N F F contributions	Other funds	Total restricted	Unrestricted funds	Equipment fund
(16,881.55)	14,135.79	56,485.27	4,133.11	1,776,135.26	37,584.89	57,144.48
533,731.95	92,000.00	16,380.70	—	1,278,212.65	1,500.00	—
—	—	2,818.49	—	54,287.92	3,239.39	—
—	—	(75,684.46)	—	(77,962.39)	77,962.39	—
—	—	—	—	—	—	2,500.15
516,850.40	106,135.79	—	4,133.11	3,030,673.44	120,286.67	59,644.63
—	—	—	—	1,200,339.90	—	—
—	—	—	—	176,039.98	—	—
—	—	—	—	18,033.00	—	—
—	—	—	—	1,394,412.88	—	—
120,235.71	40,151.75	—	—	160,387.46	—	—
9,618.86	—	—	—	9,618.86	—	—
—	325.00	—	—	14,475.00	—	—
—	—	—	—	2,623.58	—	—
4,943.91	3,054.48	—	—	9,770.53	—	—
31,135.48	—	—	—	31,135.48	—	—
55,128.28	—	—	—	55,908.41	—	—
—	—	—	—	1,820.60	—	—
61,372.24	—	—	—	62,060.70	—	—
31,195.56	1,891.84	—	—	33,087.40	—	—
14,792.67	7,401.49	—	—	22,731.92	—	—
328,422.71	52,824.56	—	—	403,619.94	—	—
135,459.93	23,318.12	—	—	254,123.35	50,314.01	—
14,621.46	2,374.93	—	—	33,287.80	6,946.17	—
16,080.43	2,632.31	—	—	21,215.90	2,242.03	—
8,318.30	2,049.13	—	—	13,325.66	964.43	—
4,500.00	828.90	—	—	12,079.06	2,543.86	—
5,047.00	4,187.34	—	—	31,967.76	3,957.75	—
15,008.00	2,522.00	—	—	30,396.00	—	—
12,612.00	2,156.02	—	—	20,609.65	1,190.58	—
—	1,573.10	—	—	6,095.52	56.00	—
219.95	—	—	—	2,500.15	—	—
16,677.35	1,536.24	—	—	23,297.95	10,151.00	—
228,544.42	43,178.09	—	—	448,898.82	78,365.83	—
—	—	—	—	—	—	1,097.78
556,967.13	96,002.65	—	—	2,246,931.64	78,365.83	1,097.78
(40,116.73)	10,133.14	—	4,133.11	783,741.80	41,920.84	58,546.85

Schedule 1

THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Statement of Grants and Gifts Received

June 30, 1972

Restricted funds:		
First-year fellowships:		
Arthur J. Schmitt Foundation		$ 3,000.00
Dissertation fellowships:		
Ford Foundation	$500,000.00	
Helena Rubinstein Foundation	6,000.00	506,000.00
Martin Luther King, Jr. fellowship program:		
Abraham and Straus	3,500.00	
American Metal Climax Foundation, Inc.	2,500.00	
Miriam J. Eisler	100.00	
Bell Telephone Laboratories	7,000.00	
Booth Ferris Foundation	21,000.00	
Equitable Life Assurance Society of the U.S.	3,500.00	
Field Foundation of Illinois, Inc.	15,000.00	
Fleischmann Foundation	15,000.00	
James L. Johnson	5,000.00	
Lilly Endowment, Inc.	17,500.00	
Oscar Mayer Foundation	2,000.00	
Jessie Smith Noyes Foundation	10,000.00	
Alfred P. Sloan Foundation	20,000.00	
Anonymous	5,000.00	127,100.00
National Humanities Series		
National Endowment for the Humanities		533,731.95
Administrative internship program:		
American Telephone and Telegraph Co.	5,000.00	
Mary Reynolds Babcock Foundation	10,000.00	
Burlington Industries Foundation	5,000.00	
The C.I.T. Foundation, Inc.	6,000.00	
Esso Education Foundation	20,000.00	
International Business Machines Corp.	5,000.00	
International Telephone & Telegraph Corp.	6,000.00	
Jessie Smith Noyes Foundation	30,000.00	
The Prudential Insurance Company	5,000.00	92,000.00
Friends of The W.W.N.F.F.:		
Contributions from Woodrow Wilson Fellows		16,380.70
Total restricted		1,278,212.65
Unrestricted funds:		
George L. Trager	1,000.00	
A trustee	500.00	
Total unrestricted		1,500.00
Grand total		$1,279,712.65

DISSERTATION FELLOWSHIPS SELECTION COMMITTEES 1972

ANTHROPOLOGY

Professor Clifford Geertz
Institute for Advanced Study
Princeton, New Jersey

Professor Evon Vogt
Harvard University
Cambridge, Massachusetts

ART HISTORY

Professor Charles Seymour
Yale University
New Haven, Connecticut

Professor Henry Bober
New York University
Institute of Fine Arts
New York, New York

CLASSICS

Professor T. R. S. Broughton
Institute for Advanced Study
Princeton, New Jersey

Professor Mabel Lang
Bryn Mawr College
Bryn Mawr, Pennsylvania

ECONOMICS

Professor Richard Heflebower, Chairman
Northwestern University
Evanston, Illinois

Professor Albert Rees
Princeton University
Princeton, New Jersey

Professor Paul Samuelson
Massachusetts Institute of Technology
Cambridge, Massachusetts

ENGLISH

Professor E. D. H. Johnson, Chairman
Princeton University
Princeton, New Jersey

Professor Talbot Donaldson
Yale University
New Haven, Connecticut

Professor Paul Fussell
Rutgers University
New Brunswick, New Jersey

Dr. O. B. Hardison
Folger Shakespeare Library
Washington, District of Columbia

Professor Leon Howard
University of New Mexico
Albuquerque, New Mexico

GEOGRAPHY

Professor Richard Morrill
University of Washington
Seattle, Washington

Professor Gordon Wolman
Johns Hopkins University
Baltimore, Maryland

HISTORY

Professor Joseph R. Strayer, Chairman
Princeton University
Princeton, New Jersey

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